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ABSTRACT

Classroom management of educable retardates is discussed; sample schedules for elementary classrooms are provided. Unit plans for readiness, primary, and intermediate levels cover the following: topical areas, communications, mathematics, physical education and perceptual motor training activities, and recurring life situations. Also, holiday resource material and professional reference books are listed; methods and projects in arts and crafts are presented. For each unit instructional materials, learning activities, and teaching methods are specified. (JD)

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Curriculum Suggestions

for the

Educable Mentally Handicapped Program

in

Elementary Schools

EC005493

TULSA PUBLIC SCHOOLS
TULSA, OKLAHOMA
1969-1970

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CURRICULUM SUGGESTIONS
FOR
EDUCABLE MENTALLY HANDICAPPED
PROGRAM
IN
ELEMENTARY SCHOOLS

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CURRICULUM SUGGESTIONS

FOR

EDUCABLE MENTALLY HANDICAPPED STUDENTS

IN

ELEMENTARY SCHOOLS

DEPARTMENT OF SPECIAL EDUCATION

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FOREWORD

These curriculum suggestions are commended to teachers and staff persons responsible for the education of Educable Mentally Handicapped students. The committee has done an excellent job of defining suitable goals for youngsters with special learning problems and has outlined the learning characteristics of such students.

It is hoped that the suggestions for classroom management and learning opportunities will be useful as we attempt to provide an environment in which the EMH youngster can accomplish measures of success. This child is no different than other students in that a sense of self-fulfillment is very essential for the school experience to be meaningful. I believe that careful study of the content of this guide will be of value as we seek imaginative ways to improve the curriculum for the EMH student.

This guide is further recognition that new priorities need to be given to all areas of special education. It makes no sense for a youngster born with a handicap to have to proceed through a school program not specially tailored for him and have the chance that his progress toward a productive life will be limited even further because of lack of such priorities. It is my own personal commitment that we do give increased attention to the learning needs of these young citizens.

Gordon Cawelti
Superintendent

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Gordon Cawelti, Superintendent of Schools, for writing the Foreword to the guide.

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INTRODUCTION TO THE ORGANIZATION AND USE OF CURRICULUM GUIDE

This curriculum guide was compiled for the use of the teacher of the educable mentally handicapped child in the elementary grades. We, the committee, hope it will prove of value to both new and experienced teachers and serve as a reference for others interested in the teaching of this type of child.

The philosophy and goals of the guide should be kept in mind as the teacher reads this as well as characteristics of the type of child she teaches.

The committee is aware of the wide spread in chronological and mental ages, as well as developmental skills of the children in the classrooms. In some classrooms the CA will be from 6 through 12 and the MA from $3\frac{1}{2}$ through 10. The developmental skills will range from the beginning of gross motor skills to the beginning of cognition.

As the committee organized areas of teaching skills and experience units, it kept in mind the above age and ability spans. Goals were set beginning with the introduction of simple concepts and proceeding to the development of more complex. Plans were discussed with the readiness, primary and intermediate age-groups in mind. Activities were worked out sequentially as developmental skills broadened. A teacher-pupil evaluation culminated each unit.

Classroom Management is placed at the beginning of the guide with the idea that new teachers will be helped in the organization of sound classroom procedures.

Tips to Teachers follows. This is a random collection of suggestions from teachers who have been "over the road."

Sample Lesson Plan for First Day has been put in specifically for the new teacher and is followed by lesson plans for the rest of the week.

Sample Schedules for the three types of elementary classrooms are included.

Communications, The Teaching of Language Arts, includes the following:

1. Rating Scale
2. Development of Readiness Program
3. Introduction to the Teaching of Writing
4. The Experience Chart
5. Introduction to the Teaching of Reading
6. The Reading Program
7. Introduction to the Teaching of Spelling
8. Teaching, Learning and Relating to the Alphabet
9. The Phonics Approach
10. Informal Diagnostic Tests
11. Group Test of Word Attack Skills-Primary

Mathematics follows with an introduction to teaching of number concepts. Suggested activities for the development of practical mathematics are included for readiness, primary and intermediate levels.

Perceptual Motor Skills and Physical Education are presented as one area. The teaching of perceptual motor skills will aid the teacher if she suspects that a child may have perceptual impairment in addition to retardation. Perceptual motor skills tie-in with other areas especially in the teaching of writing, reading, spelling or physical education.

Suggestions for teaching physical education or body mechanics will be helpful to the teacher whose children are not in platoon and do not attend a physical education class.

Units on Recurring Life Situations based on persistent life problems which confront the child throughout his life have been developed. The goals, plans, discussions and activities developed in these units, as well as the pupil-teacher evaluation, should help the child resolve some of the problems he faces.

Come to the Fair is a unit developed primarily for Tulsa teachers. The Fair is an annual event which takes place in the fall. Toward the end of the Fair week the children have a day to attend the Fair while the teachers are in a workshop.

Your Country's Beginnings's is a unit on patriotism.

The Changing Seasons deals with the four seasons and the changes in weather.

Recommended Professional Books is a list of books that are recommended for teachers in the field of special education.

The committee felt that there was no need for a bibliography at the end of the guide since one has been included for every unit and suggested teaching areas.

A limitation on time prevented the inclusion of a Science Section, however, activities relating to science were listed in many of the units.

The guide is put together in such a way that new ideas and suggestions can be added to it from time to time. The teacher should feel free to use these units where they complement her teaching plans; this may not be the order in which they are listed in the guide.

It is the hope of this committee that the teachers will add new units or teaching techniques as they acquire them and will share with the rest of us by duplicating materials and sending them on.

Teacher, Look at Me

Look at me, teacher
As though you understood who and what I am-----
Another little boy,
For you will determine
How I can relate to the outside world.

You can help me understand
How and what I am-----
For if I discover myself as a wholesome boy
You have given me the precious certainty of acceptance.

To be valued regardless of how different I may be
Helps me build the worthy self-image
I desperately need-----
The self-image that is needed by all
Who are secure with themselves.

I, too, will have the power from within to enable me
To hold my own with other boys and girls.

I will love this world when you have made a place for me
Alongside the others.
For then I can go forth with dignity
For then I can present my self
To myself -- and say
I belong!

Gilbert Martinez and Afton Dill Nance, Childhood Education, 1969

PHILOSOPHY AND GOALS

This curriculum guide has been developed to meet the needs of the educable mentally handicapped in the elementary classes of the Tulsa Public Schools. A committee of five teachers and a supervisor worked with the following beliefs in mind:

We believe that the goals as set by the National Education Association: The objectives of self-realization; the objectives of human relationship; the objectives of economic efficiency, and the objectives of civic responsibility are the same for the educable mentally handicapped as for the normal child.

We believe that as teachers we should strive to contribute effectively to the development of learning skills by every means of which we are capable; enrich knowledge by specific techniques, build character traits, skills and habits essential for good living, and teach responsible citizenship.

Although these children are more like than different from normal children, we feel there are specific areas which we must stress in our teaching; areas in which we find deficits and needs. They are as follows:

ORAL LANGUAGE: the need to develop oral language rather than written

READING: the need to develop a program that will equip the child for informational reading necessary for vocational competence

WRITING: the need to teach the child to write legibly in cursive, if possible, but in manuscript if cursive cannot be mastered

MATHEMATICS: the need to develop number awareness, number concepts and the fundamental processes used in life economics

PREVOCATIONAL SKILLS: the development of a program of skills that lead to proper work habits as a background to vocational independence

ATTITUDES: the need to instill attitudes of social competence, emotional stability and awareness of self as a worthwhile contributing individual

A SENSE OF IMPORTANCE: the need to help the child realize that he occupies a unique place in his family, school and community and has responsibilities to all three

PHYSICAL COMPETENCE: the development of a program of physical fitness and body mechanics to enable him to function at his best

CHARACTERISTICS OF EDUCABLE MENTALLY HANDICAPPED CHILD

Before we list the characteristics of the educable mentally handicapped we must bear in mind that differences in degree and kind are the same with this segment of the population as they are with the population as a whole. While one child may exhibit most of these characteristics, another may have few of them.

INTELLECTUAL

1. a limited capacity to learn
2. academic achievement ranging from grade three through six at the age of eighteen
3. difficulty in thinking in abstract terms
4. limited ability to generalize
5. difficulty in handling symbols associated with reading, writing and mathematics
6. a short memory and attention span
7. reduced ability to see relationships between cause and effect
8. limitations in incidental learning
9. retarded language development
10. limited ability to solve problems

PHYSICAL

1. prevalence of physical handicaps greater than in normal child
2. higher incidence in speech defects
3. frequently smaller in size and weight as compared to normal children

EMOTIONAL AND SOCIAL

1. devaluated concept of self
2. low tolerance for frustration
3. poor assessments of assets and abilities
4. difficulty in forming friendships with peers
5. frequently has limited experiences upon which to base academic learning
6. frequently comes from under-privileged homes
7. may have trouble handling and understanding daily experiences
8. usually develops a strong sense of loyalty and attachment to people he trusts
9. strongly bound by habit
10. like to belong; to participate, and be successful

x

MANAGEMENT IN THE CLASSROOM

A new teacher's future success may well depend upon how she structures her classroom that very first day.

The EMH child needs a firm hand. He needs to know that there are boundaries set and he must stay within them; the very fact that the teacher has set boundaries makes him feel safe and secure in the classroom.

If the teacher starts the year with a permissive, do-what-you-like attitude she is very likely headed for trouble, The kind of children she is teaching need structure and they will like and respect the teacher who sees that they have it. Be flexible, fair, but be firm!

The teacher needs to start the year with long and short-range teaching goals in the form of lesson plans. Once she is in the classroom she may not follow the daily lesson plan exactly; she may use only part of it or scrap it altogether if something comes up that she needs to teach on the spot, but the lesson plan is there when she, or a substitute, needs it. Like a map it can show her how much she has covered and how much farther she has to go.

Seating arrangements can do much to affect the behavior of the children and the kinds of activities carried on. The arrangements should be flexible and changed often during the year so that each child has a chance to be a neighbor to every other child at sometime. There will be one exception to this arrangement; the troublemakers should be isolated from the ones that they have trouble with.

Give the children plenty of controlled freedom but arrange activities so there won't be unnecessary traffic in the room. If a child jumps about from desk to desk like a flea on a dog, try to figure out what is causing his restlessness. Perhaps it is because he is not interested or challenged.

Teach the children to be good housekeepers. A littered floor, papers crammed every which-way into desks, a bulletin board still decorated for Christmas in February doesn't give the children much incentive to have pride in their room. An orderly classroom gives the impression of and usually indicates one that is well-managed.

The teacher in an EMH classroom must be constantly aware of ways to stimulate the child's interest in learning. She must teach to the child's interests and needs which are often quite different than hers were as a child. She may have to make home visits early in the year and become better acquainted with the community she teaches in, to find out what factors in this particular child's background help or hinder his ability to learn. If she can present materials that lead to success and keep this success pattern going she will have fewer discipline problems.

The teacher must keep in mind that each child is different from another. If she can identify differences within pupils she can adjust activities to individuals and give assignments that equate with each child's abilities. Individual assignments can be used successfully in EMH classrooms but it takes a little patience to work them out. There are various ways to individualize instruction; the teacher must try different ways until she finds the one that best suits the needs of her children.

One way is to give the older and more capable children daily or weekly written or typed individual assignment sheets with instructions to check off the assignment when finished. Younger children will require chalkboard assignments and will need to review them with the teacher several times a day. The youngest children will need oral assignments repeated at short intervals.

Every teacher finds that she has at least one "problem" child in her classroom. The teacher in the EMH classroom may have a number of such problems due to the nature of the children she teaches. Many of them come to her classroom full of hostility from repeated failures in the regular classroom. Quite often this hostility is drained off when the child experiences success for the first time in an academic situation and finds that he is with a group of children who have the same problems that he has.

There are still some children whose problems are not solved simply by changing classrooms. Many of these children crave attention, and if they cannot get it in an accepted way they will try an unacceptable way. In attempting to change behavior the teacher must find out, if possible, what motivated it in the first place. She will let the child know what is expected of him; re-enforce desired behavior as soon as it occurs, and ignore undesirable behavior whenever possible.

The teacher may need to use the resource people in her building to help her with a problem child. She will always want to consult the principal. He may refer her to the building counselor, the school psychologist, or the school nurse. He may call in the visiting counselor who serves as a liason agent between the school and home, counseling with parents as well as the child.

As the school year draws to an end, the teacher may want to evaluate with the class the progress that has been made. She may dispense with rules that are no longer needed; give the class more freedom in self-discipline, plan activities that will take the class outside or on field trips. The bulletin board may have this culminating activity. "How Well Did We Live Together?" "We Did These" (All of the time) "We Did These" (Most of the time) "We Did These" (Some of the time).[1]

1. Sylvester, Robert. Common Sense in Classroom Relations pp. 192. "Accept Positive Changes that Occurred in Group". Parker Publishing Co., Inc. West Nyack, New York.

TIPS TO TEACHERS

Do not pity child; he may use this as an attention-getting device.

Be friendly, but not familiar.

Be objective; try not to become emotionally-involved.

Teach child socially-acceptable behavior.

Learn when and how to touch a child.

Set the stage for success; start child slightly below ability level so he can succeed.

Be consistent in the classroom; don't be rigid one day and permissive the next.

Remember that progress comes slowly.

Help the child develop insight into his own behavior; structure discipline to show cause and effect.

Talk less and demonstrate more; be sure you have child's attention before you give instructions.

Don't feel guilty if you can't relate in the same way to each child; be professional enough to do your best.

Try to help the child see the difference between tattling and reporting something of importance.

Discipline a child because of his behavior, not because of your personal feelings toward him.

Be ethical and discreet when talking in the teachers' lounge or in the community about children and school affairs.

Cooperate with co-workers; you are a member of the school faculty.

Sell your program in every way you can.

Keep your perspective and your sense of humor.

Keep activities concrete and vary them often.

Be alert for days when children are especially restless--changes in weather, before and after holidays, etc.

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ORIENTATION

SAMPLE SCHEDULE FOR FIRST DAY

8:30 Ask parents who come to the room to fill out enrollment blanks and then leave. If parent does not come, put the pupil's name on a blank to be sent home.

8:45 Assign desks. Ask an older pupil to lead opening exercises.

9:00 Introduce yourself to pupils. Write your name on the board in manuscript and in cursive. Ask an older pupil to make you a name tag. Ask each pupil to tell others his name. Write the name of each on the board and have older pupils make name tags. Assign lockers. Put each pupil's name on either the inside or the outside of the door. Assign younger and new pupils to lockers nearest the classroom door. Post a locker list inside the room.

9:45 Discuss the location of restrooms and related behavior. Take break.

10:00 Tour cafeteria--Rules and procedure (washing hands, selection of food, handling of money, etc.) should be discussed during the tour. Tour play area--show and discuss equipment. Initiate a play activity.

10:45 Return to the building. Allow children to get drinks and then return to the classroom. Compose a group experience story about the tours. Allow readiness (younger) children to illustrate what they have seen or learned. Have older pupils copy and illustrate the story above.

11:30 (This time will vary) Lunch and play period (teacher leads class to lunch)

12:15 Restroom break

12:30 Storytime

12:45 Work with time concepts. Talk about times which are important during the school day. Demonstrate these times with a large clock face. Allow younger pupils to illustrate a specific time which has been discussed (lunchtime, etc.) and label their pictures after they have finished. Have primary pupils fill in numbers and attach hands to a paper plate clock. Practice finding special times. Intermediate pupils may use a ditto sheet with four blank clock faces to indicate four specific times.

1:30 Restroom break

1:45 Tell about vacation activities. Act out or use puppets to portray some summer activity. Have classmates guess. Older pupils may make a bulletin board of vacation experiences.

2:30 List supplies needed. Provide a list for each pupil (older pupils may copy this list if the teacher wishes). Put materials away and straighten the room.

2:45 Evaluate--What did we learn today?

3:00 Dismiss--Walk with the class to the outside door.

Suggested Materials and Supplies

enrollment blanks
pencils (regular and laddie)
name tags
pins
magic markers
puppets
hole punch
supply list
masking tape for names in lockers
lined paper (primary and intermediate)
newsprint or drawing paper
crayons
paper plates for clock faces and clock hands
brads to attach clock hands
ditto sheets of four blank clock faces
large demonstration clock face

Storytime Booklist

"Dr. Seuss" books
"Curious George" books
Do You Know What I'm Going To Do Next Saturday?, H. Palmer, Random House
Harry the Dirty Dog , G. Zion, Harper-Row
Millions of Cats , W. Gay, Coward-McCann

SAMPLE SCHEDULE

Self-Contained Primary Classroom

Morning

8:45 - 9:10	Opening Exercises (attendance report, lunch check, etc.)
9:10 - 10:00	Language Arts: conversation, alphabet, calendar, health, language workbook
10:00 - 10:10	Restroom Break
10:10 - 10:25	Supervised Play Activities (playground or classroom, depending on weather)
10:25 - 11:15	Spelling, Writing
11:15 - 11:25	Prepare for Lunch (restroom, wash hands, form line)
11:25 - 12:05	Lunch

Afternoon

12:05 - 12:20	Restroom Break, Rest Period
12:20 - 1:10	Mathematics
1:10 - 1:50	Social Studies--Monday, Wednesday, Friday Science--Tuesday, Thursday
1:50 - 2:00	Restroom Break
2:00 - 2:15	Supervised Play Activities
2:15 - 2:50	Arts, Crafts, Rhythms, Games
2:50 - 3:00	Preparation for Dismissal and Dismiss

SAMPLE SCHEDULE

Primary Classes in Platoon

8:45 - 9:15	Opening Exercises (attendance, calendar, show and tell)
9:15 - 9:30	Phonics, Alphabet
9:30 - 9:35	Restroom Break
9:35 - 10:20	Language Arts: Writing, Reading, Oral Language, Spelling Readiness
10:20 - 10:35	Restroom Break, Supervised Play
10:35 - 11:00	Unit Work: Health, Social Studies
11:00 - 11:25	Mathematics
11:25 - 11:35	Storytime, Evaluation
11:35 - 11:45	Prepare for Lunch
11:45 - 12:30	Lunch

SAMPLE SCHEDULE

Intermediate Classes in Platoon

12:30 - 12:50	Attendance, Current Events
12:50 - 1:45	Language Arts: Spelling, Writing, Reading, Phonics, Oral or Written Language
1:45 - 1:50	Restroom Break
1:50 - 2:30	Mathematics
2:30 - 2:50	Unit Work: Health, Social Studies Evaluation
2:50 - 3:00	Prepare for Dismissal
3:00	Dismissal

SAMPLE SCHEDULE

Self-Contained Elementary (Primary and Intermediate)

Morning

8:45 - 9:15	Opening Exercises (attendance, show and tell)
9:15 - 9:30	Phonics (all groups, different levels)
9:30 - 9:40	Restroom Break
9:40 - 10:30	Language Arts: Spelling, Writing Oral Language--Readiness for Reading Written Language (boardwork), Reading--Primary Written Language (workbooks), Reading--Intermediate
10:30 - 10:45	Supervised Play (playground or classroom)
10:45 - 11:15	Unit Work: films or filmstrips--Monday, Wednesday, Friday Health--Tuesday, Thursday
11:15 - 11:45	Mathematics: Manipulative--Readiness Written: board work, workbook, or ditto material--Primary Assignment from chalkboard or in workbook--Intermediate
11:45 - 11:50	Prepare for Lunch (restroom, wash hands, form line)
11:50 - 12:35	Lunch

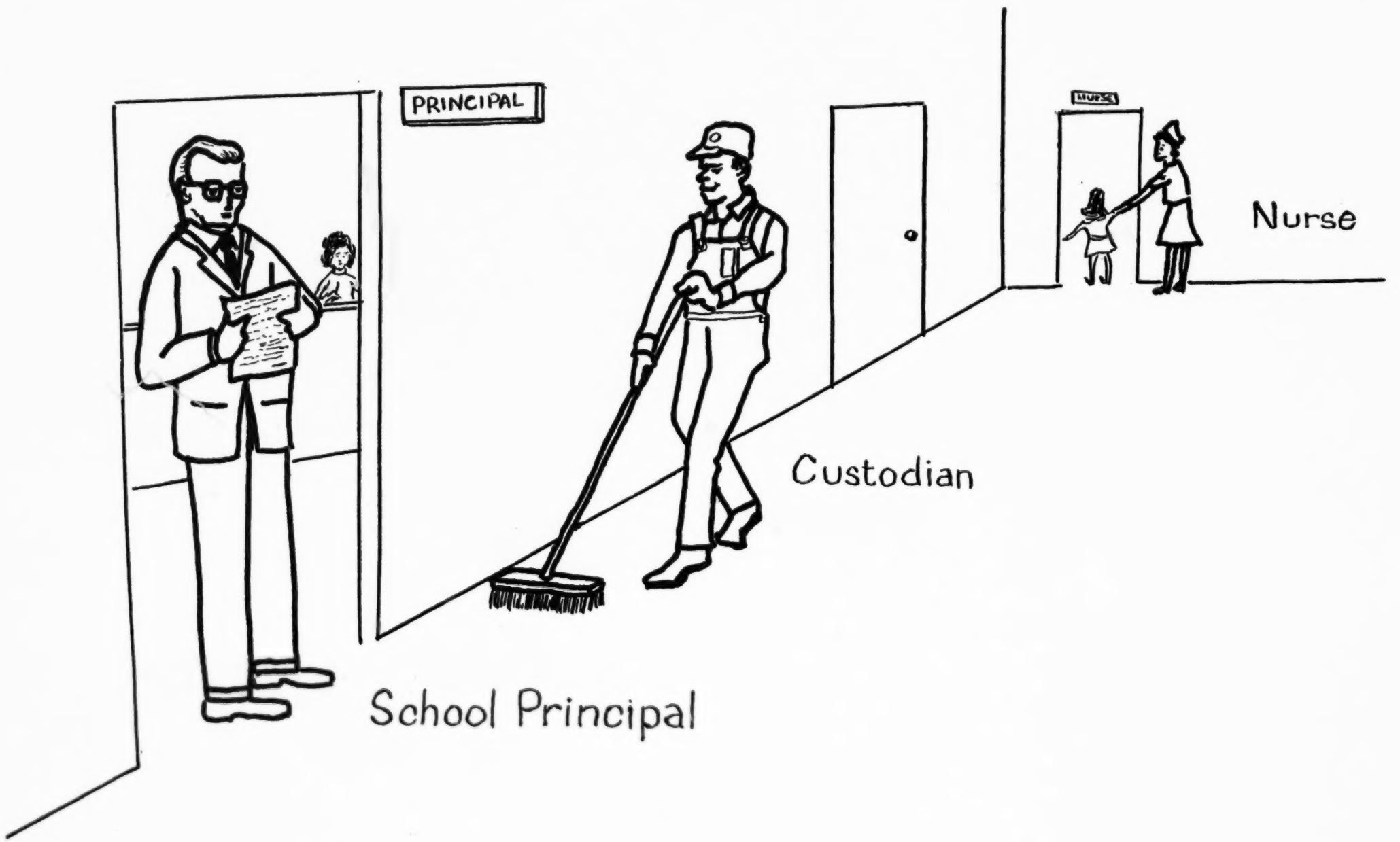
SAMPLE SCHEDULE

Self-Contained Elementary (Primary and Intermediate)

Afternoon

12:35 - 12:45	Restroom Break
12:45 - 1:00	Storytime
1:00 - 2:00	Arts and Crafts (correlate with unit work)
2:00 - 2:20	Supervised Play (playground or classroom)
2:20 - 2:30	Evaluation of Day's Work
2:30 - 2:50	Music: singing, rhythm band
2:50 - 3:00	Prepare for Dismissal
3:00	Dismissal

School Helpers



Fire Drill

UNIT Suggested Activities for Rest of First Week of School

GOALS: Orientation to school and playgrounds. Getting to know classroom. Rules and regulations. Our equipment and how to use it.

PLANS: Guided Conversation before tour of building:

"To-day we are going to take a walk around the school to visit our principal, clerk, and nurse; afterwards we'll go to see our custodian."

(The following days the special subject rooms will be visited, and the last day safety drills practiced).

General Discussion:

"Who are the helpers in the office? Is the principal a helper? How does he help us? What does the clerk do? When do I go to see the nurse? Can I name the art teacher? The music teacher? The gym teacher?
Can someone give the signal for the fire drill? How is it different from the disaster drill?"

At this time show and discuss film strips about school and school helpers. (See references)

ACTIVITIES

READINESS: Review previous days learnings.

Make clay figures of persons visited.

UNIT Suggested Activities for Rest of First Week of School

ACTIVITIES (continued)

READINESS: (continued) From a box of pictures find a man who could be the principal; the clerk; the custodian; the nurse. How many helpers can you remember? Show me the number of helpers you met.

Children tell, teacher writes on board, experience stories of tours.

Discuss safety drill. Sing songs and role-play about activities. Read story about school helpers to class after lunch (about 20 to 30 minutes) or any other activity story if you haven't one about helpers.

Tear paper to make pictures of places visited or people seen. (Exercises teacher's and pupils' imagination, etc., gets rid of frustrations, and besides, it's fun!)

PRIMARY: Teacher-made flash-cards of names of persons visited, classrooms, room numbers.

Make paper plate clocks to teach special times in school day.

Practice recognition of room labels and draw a picture, or find a picture of some of them.

Month of September: fill in first week, talk about weather using calendars each have made.

Introduce one new piece of equipment each day and demonstrate use.

INTERMEDIATE: Tour leaders: introduce principal, clerk, nurse, etc. to class.

Write story of tour using vocabulary from board.

Fill in map of building. (Have copies dittoed).

UNIT Suggested Activities for Rest of First Week of School

ACTIVITIES (continued)

INTERMEDIATE: Use vocabulary list and complete fill-in sentences from board.

Begin scrap-book on "Our School".

Use arithmetic involving lunch money, school supplies, etc.

Teacher appoint class banker to collect and distribute lunch money; teacher keeps bank in desk drawer.

TEACHER AND PUPIL EVALUATION:

Do I know my way around school? Have I learned the rules for school and room? Can I tell which signal means fire, tornado, disaster, and what to do when I hear them?

REFERENCES

Books and Periodicals

Tulsa Public School Curriculum Guides: (free)
Kindergarten
Non-Graded Primary

Beginning Reading Experiences
Workbooks: We Go To School
We Work At School

UNIT Suggested Activities for Rest of First Week of School

REFERENCES (continued)

Books and Periodicals

Beim, L. Andy and the School Bus. Morrow

Haywood, C. Back to School With Betsy. Harcourt

Leaf, M. Manners Can Be Fun. Lippincott

Leaf, M. Safety Can Be Fun. Lippincott

Pope and Emmans. Let's Go to School. Taylor

Sharp, I.M. Let's Find Out About School. Watts

Films (Instructional Media, E.S.C.)

Your School

Safety Patrol

Let's Play Safe

Films (Instructional Media, E.S.C.)

Let's Share With Others

Fun On the Schoolground

Filmstrips (Special Education Resource Center)

The School Community:

Our School

Our Job in School

School Courtesy

School Helpers

Part of the Team

The New Pupil

Materials:

magazines and pictures cut-out and on file

dictionary or Dolch word list

REFERENCES (continued)

Materials

puppets - (make your own out of paper sack if you haven't the commercial ones)

big box with dress-up materials in it

paper plates

calendars

modeling clay

UNIT Come to the Fair "Let's go to the Fair!"

GOALS: To help the child discover the wonders and fun of the Fair.

PLANS: Guided Conversation:

Readiness: "When and where (and maybe what) is the Fair?"
Primary: "How do I get there? Do I need money?"
Intermediate: "When do we get our free tickets? How much money should I take?"

General Discussion:

Teacher enumerates things to do and leads discussion on places to visit at the Fair besides the Midway, which certainly doesn't need any more emphasis than is already put on it!

ACTIVITIES

READINESS: Mark calendar and count days until Fair begins.

Show film or film strips relating to the Fair. (See references on next page)

Allow children to imitate animal sounds; record on tape recorder and play back.

Have leader walk like an animal and allow others to follow.

Work animal puzzles: make clay figures of animals, fruits and vegetables to use in miniature Fair.

ACTIVITIES (continued)

READINESS: (continued)
Play Farm lotto game; also Go-Together lotto game.

Find pictures of cars, buses or bicycles (transportation to Fair).

PRIMARY:
Draw or collect pictures for Fair bulletin board.

In a large space (table or corner of room) set up a miniature Fair.

Compare size of animals: also difference in size of mother and father animals versus baby.

Use city map to locate Fair grounds. With yarn, trace from child's home to Fair grounds.

Use flash cards to learn words of common farm animals and match picture of animal to word.

INTERMEDIATE:
Cut out stencils for bulletin board, spell out month and words such as Tulsa State Fair.

Put up kinds of activities found at Fair; e.g. location of animals, exhibits of hand-crafts, and food, Midway, etc.

Alphabetize and categorize lists of fruits and vegetables.

Supervise younger children in building Fair.

Write about transportation to Fair (car, bus, bicycle. Walk? Yes, it's done if you're desperate!)

Draw and label streets from your home or school to Fair.

UNIT Come to the Fair "Let's go to the Fair!"

TEACHER AND PUPIL EVALUATION:
Readiness: Tell a cooperative story about the Fair.
Primary: Use flannel board to demonstrate the concepts learned at the Fair.
Intermediate: What does the Fair mean to you now? What did it do for you?

REFERENCES

Books and Periodicals

Weil, A. Animal Families.
Dover

Ipcar, D. One Horse Farm.
Doubleday

Films (Instructional Media, E.S.C.)

A Day at the Fair

Patty Garman; Little Helper

Filmstrips (Instructional Media, E.S.C.)

On the Farm

Farm Animals and Pets

Filmstrips (Instructional Media, E.S.C.)

Jolly Barnyard

Animals and Their Young

Materials

construction paper

pictures of fruits and vegetables

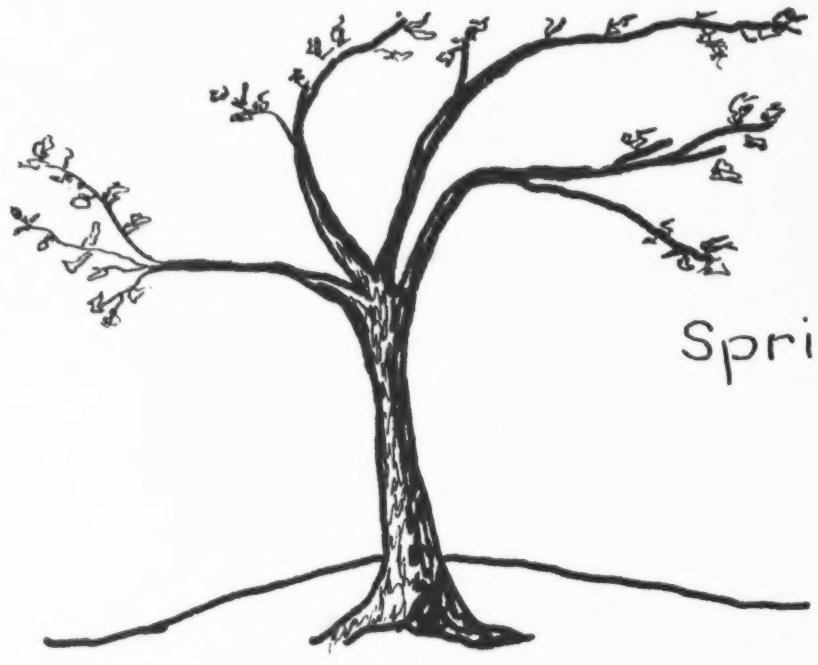
hand-crafts made by children

puzzles and Lotto games

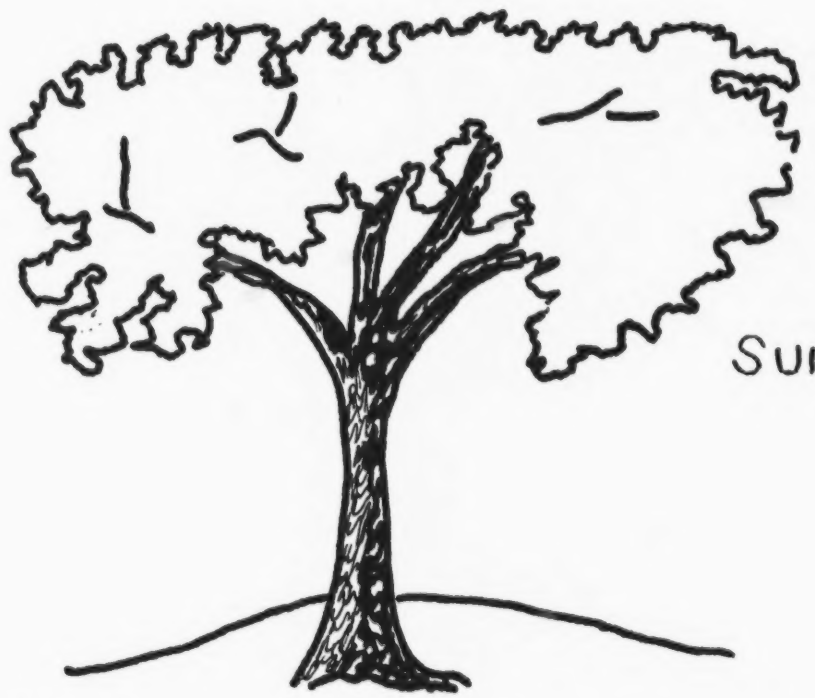
tape recorder and tape

yarn or string

map of Tulsa, Carriage Realtors (free)

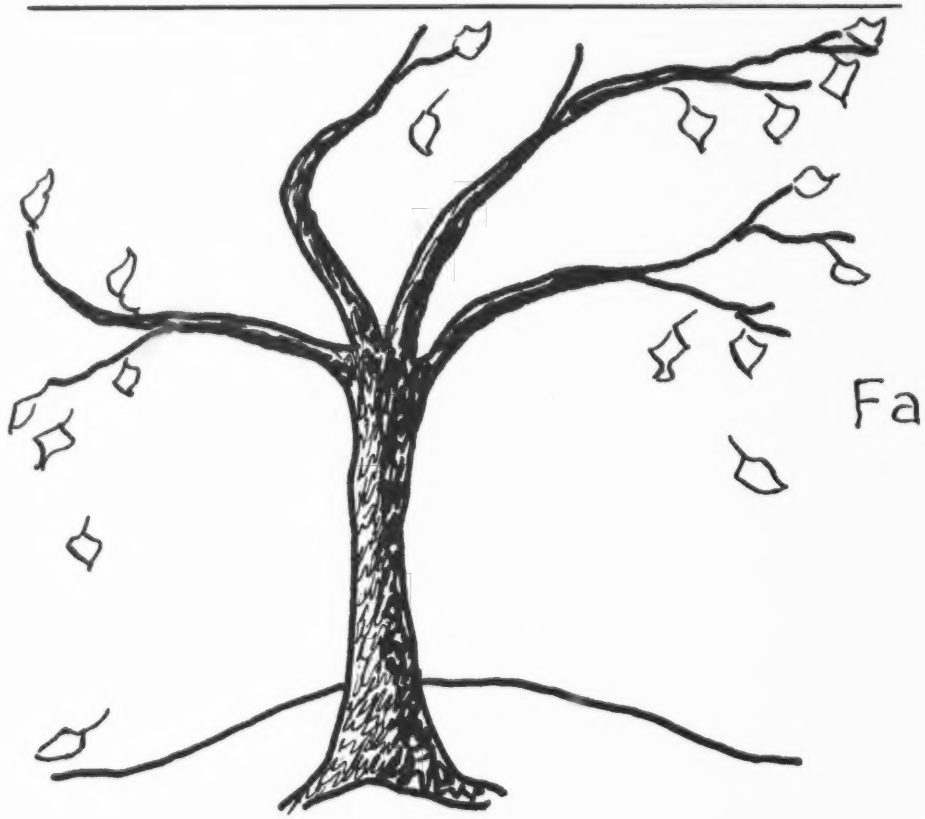


Spring

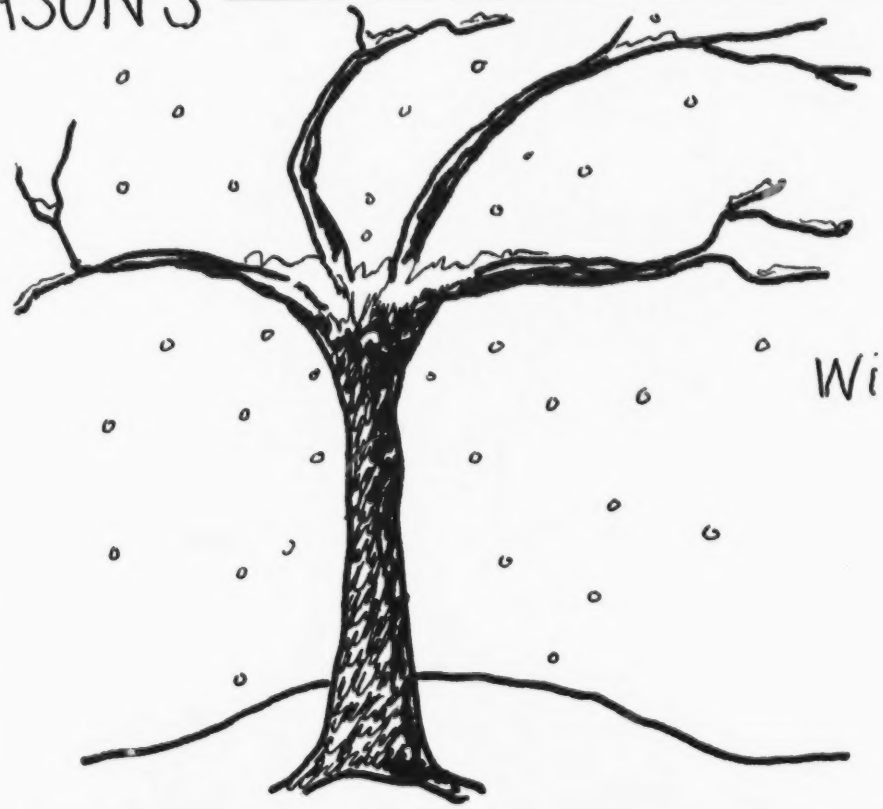


Summer

FOUR SEASON'S



Fall



Winter

UNIT The Changing Seasons "Teacher, look at the pretty leaf I found!"

GOALS: Readiness: To help pupils become aware of the changing seasons.
Primary: To help pupils realize that changes in the weather bring about changes in dress.
Intermediate: To teach the four seasons and how they affect living conditions.

PLANS: Guided Conversation:

Readiness: Look for signs of changing seasons (falling leaves, grass turning brown, colder weather; Thanksgiving is coming; you're hungrier; signs of spring).
Primary: Discuss clothing changes and the need for keeping track of coats, sweaters and shoes.
Intermediate: Talk about seasonal temperature changes and how the temperature effects one's feelings and activities.

ACTIVITIES

READINESS: Begin with the film, Autumn on the Farm. Talk about squirrels gathering nuts, getting ready for cold weather, ripening foods, and animals getting heavier coats.

Take a tour (all groups) to find signs of fall. Find a tree limb. Use it for a bulletin board or stand it in plaster of Paris to make a room display. Attach real leaves to it, change it as the seasons change.

Make a mural showing signs of fall, winter, spring, summer.

PRIMARY: Make a weather bulletin board. Discuss and record the weather each day. Keep individual weather records (see the science teacher for these). Relate weather to space exploration.

ACTIVITIES (continued)

PRIMARY: Appoint a weather reporter to inform the class of weather flags for outside play.

Compose and illustrate seasonal stories, beginning with fall.

INTERMEDIATE: Introduce the thermometer and how to use it.

Make a chart showing what clothing to wear for weather.

Learn the names of the four seasons and the fall months. Incorporate these with spelling words.

Chalkboard activity: Match months with appropriate activities.
Example: July --swimming September --school
August --picnicking October --Halloween

TEACHER AND PUPIL EVALUATION:

Readiness: Do I know the signs of fall?
Primary: Have I learned to dress for the weather? Can I name the fall months?
Intermediate: Do I know the names of the fall months and the four seasons?

REFERENCES

Books and Periodicals

Kumin, M. Follow the Fall. G. P. Putnam's Sons

Lenski, L. Now It's Fall. Henry Z. Walck, Inc.

REFERENCES (continued)

Books and Periodicals

Shapp, I. M. Let's Find Out About Fall. Franklin Watts, Inc.

Tresselt, A. Autumn Harvest. Lothrop Lee & Shepard Co.

Adelson, L. All Ready for Winter. McKay

Bancroft, H. Animals in Winter. Crowell

Fox, C. When Winter Comes. Regnery

Lensk, L. I Like Winter. Walck

Kumin, M. Spring Things. Putnam

Lenski, L. Spring Is Here. Walck

Lewis, C. J. I Love Spring. Little

Lewis, R. In A Spring Garden. Dial

Adelson, L. All Ready for Summer. McKay

Kumin, M. Summer Story. Putnam

Low, A. Summer. Random

Books and Periodicals

Zolotow, C. Summer Is. Abelard

Duvoisin, R. House of Four Seasons. Lothrop

Moore, L. Once Upon A Season. Abingdon

Films (Instructional Media, E.S.C.)

Autumn on the Farm

Gray Squirrel

Winter on the Farm

Animals in Winter

Spring on the Farm

Summer on the Farm

Filmstrips (Instructional Media, E.S.C.)

Oak Tree 7 - Winter
Spring
Summer
Fall

REFERENCES (continued)

Materials

construction paper, paste, scissors, butcher paper

items brought by children for fall mural

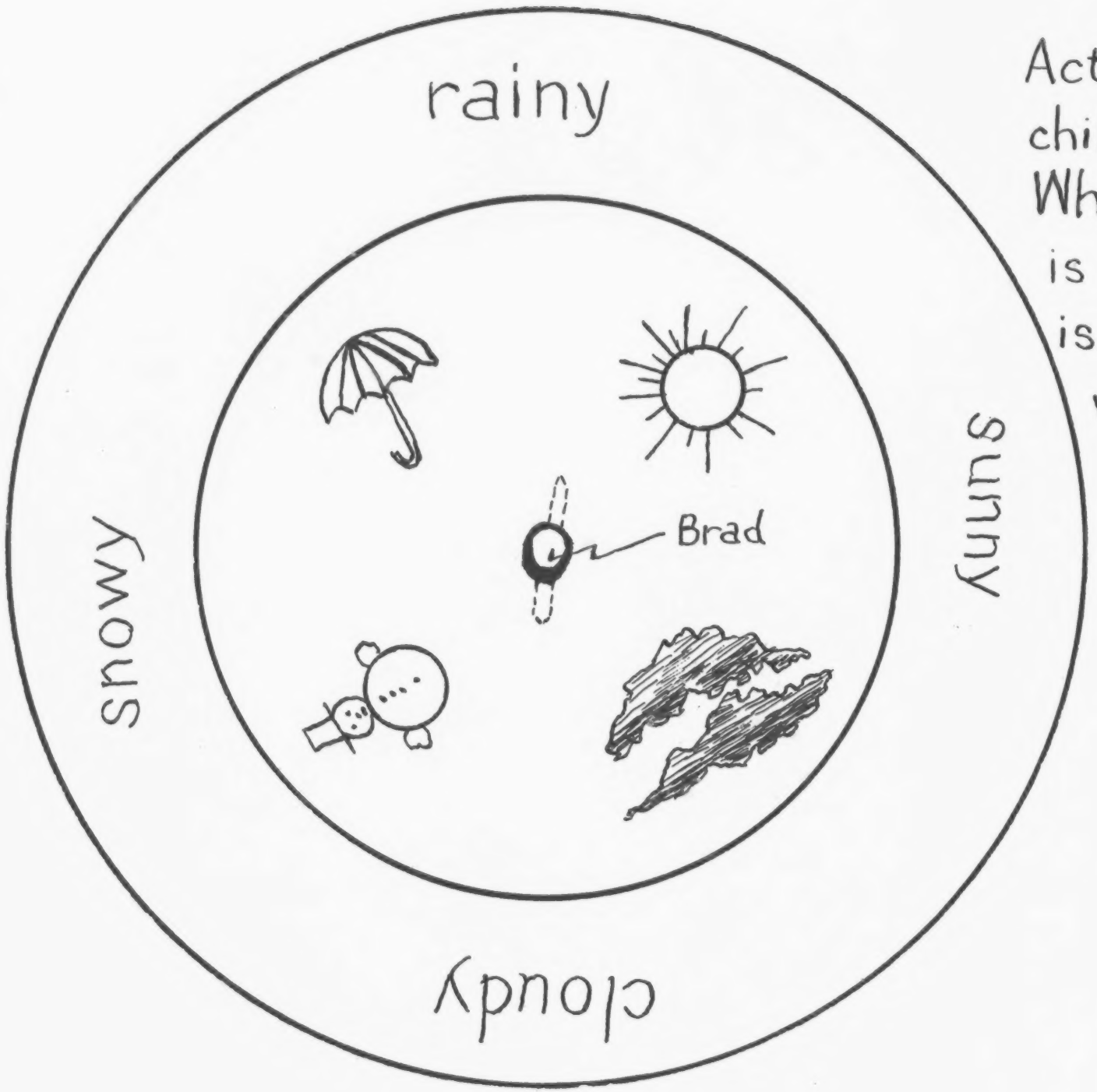
individual weather record sheets

demonstration thermometer

chart paper

tree branch for display

pictures of warm clothing and children who are properly dressed



Actual size for childrens Weather Wheel : Outside circle is 6" - The inside circle is 2". Teacher's circle will be 12" and 8".

COMMUNICATIONS

Philosophy of Teaching Reading to the Elementary EMH Child

The ability to read is a necessary function for every child; it is the key to social and vocational competence.

The teacher will find that it is more difficult to teach reading to the educable mentally handicapped than to the normal due to his inability to form abstract concepts, to generalize and because of his lower rate of comprehension.

In developing the reading program the teacher will have to spend a great deal more time on readiness for reading than on any other stage of the program. It usually takes from two to three years to develop readiness in the young retardate and sometimes longer.

Once the readiness stage has been established, the teacher will need to offer a systematic developmental program that is geared to concrete ideas and activities, rather than abstract. She will need to implement with self-made or other materials, since there are many background experiences which are essential for success in reading which the disadvantaged and/or mentally retarded child has missed or failed to assimilate.

As the teacher plans the reading program she must also take into account the discrepancies between chronological and mental age (or developmental level), and plan to teach on many levels using various ways to stimulate interest.

She will accept the fact that the ultimate goals in reading will vary; that ranges of ability will be from pre-primary to third. She must also accept the fact that there will be some children that she cannot teach to read; but she must never stop trying!

READINESS RATING SCALE

The Readiness Rating Scale is designed to show the strengths and weaknesses of the child on the readiness level. Ratings will indicate Above Average, Average, and Below Average levels of maturity in the following areas:

1. Expressive language
2. Motor Skills and Manipulative Skills
3. Visual and Auditory Discrimination
4. Number Concepts
5. Attention and Concentration
6. Social and Emotional Development

A profile for each child should be made at the beginning of the year. This will help the teacher to plan meaningfully, especially for those children with deficit areas. Another profile, made at the end of the year and in a contrasting color of ink, will help the teacher to assess the child's progress.

Draw - A - Person and such Readiness Tests as the Metropolitan for reading readiness, the Wepman, for auditory discrimination, the Frostig Developmental Test of Visual Perception, will help the teacher if she needs further re-enforcement.

The Readiness Rating Scale should be given at the beginning of the year and it may be given again at the end of the year as a further check of the child's progress. Draw-A-Person is done at the beginning and again at the end of the year. The teacher will compare the drawings and attach to the profile.

READINESS RATING SCALE

NAME: SCHOOL:
TEACHER: CLASS:

RATING: AA = Above Average; A = Average; BA = Below Average

			AA	A	BA
LANGUAGE DEVELOPMENT	1	Is able to express ideas clearly			
	2	Speaks intelligibly			
	3	Able to relate ideas in sequence			
	4	Proper use of pronouns, e.g., I-me, him-her			
MUSCULAR DEVELOPMENT AND MANIPULATIVE SKILLS	1	Is able to jump, skip, hop, balance			
	2	Is able to participate in rhythms			
	3	Is able to dress self and tie shoes			
	4	Is able to work with scissors, crayons, paint & paste			
	5	Is able to follow a simple pattern			
VISUAL DISCRIMINATION	1	Recognizes likenesses & differences, e.g., gross-fine, directions			
	2	Able to perceive and reproduce forms			
	3	Recognizes 8 basic colors			
	4	Able to classify into categories, e.g., toys, animals, etc.			
AUDITORY DISCRIMINATION	1	Discriminates loud-soft, high-low, near-far, direction			
	2	Hears & repeats patterns, e.g., clapping, numbers, drum			
	3	Discriminates rhyming sounds			
NUMBER CONCEPTS	1	Recognizes shapes			
	2	Understands & expresses comparison of quantity, size & space relationship			
	3	Understands number concepts 0-10			
ATTENTION AND CONCENTRATION	1	Listens to and follows directions			
	2	Focuses attention for reasonable length of time			
	3	Able & willing to relate personal experience & listen to others			
	4	Able to sit for reasonable length of time			
	5	Able to give back information			
SOCIAL AND EMOTIONAL DEVELOPMENT	1	Works and plays well with others			
	2	Works and plays independently			
	3	Understands and accepts routines			
	4	Takes good care of work materials			
	5	Completes task in a reasonable period of time			
	6	Able to accept correction			
	7	Seems relaxed and happy in class			
	8	Accepts new experiences with minimum of fear or upset			

DEVELOPING A LANGUAGE ARTS PROGRAM IN THE EMH CLASSROOM

When the EMH child will read depends more upon his stage of development than on his mental or chronological age. After he has mastered gross motor skills and has begun to develop fine motor abilities, has acquired some auditory and visual skills and can express himself in simple sentences he may be ready for reading.

By this time he should have many and varied experiences. Those that he has missed in his home must somehow be supplemented, with the help of his teacher, at school. Socially, he should have adjusted to the demands of his peer group and feel that he has a friend or two he can depend on. He should feel that he is a person of some worth, and realize that he has a place both in his family and in his school. If, due to some unfortunate circumstance, he feels unwanted or unloved at home, as many retarded children do, he should be able to count on one person who can and does accept and respect him as a person, his teacher.

When he has arrived at this stage, he may be ready for formal reading.

Let us go back now and start with the readiness skills that will bring him to this stage.

GROSS MOTOR SKILLS

"When a child can move skillfully and freely, his mind will be free to interpret information transmitted to him from his surroundings....."

"Through movement the child further learns about his body and its relationship to space and direction." [1]

Indoor Activities:

Suggest children lie on floor on their backs, arms at sides and feet together. Have them lift their head, look at their toes. Return heads to floor and repeat.

1 Braley, et al. Daily Sensorimotor Training Activities Freeport. Educational Activities, Inc. pp 44

Children lie on floor roll head to the left, then roll head to the right.

Children lie on backs, arms together overhead. Bring feet up, bend at hips and waists, moving body from left to right.

Children lie on stomachs and pretend to be fish swimming; assume hands and knees position and walk slowly like a bear.

Children walk sideways using shuffle steps.

Children walk forward and backward on tiptoes with arms overhead.

Children walk in squatting position and then alternate squatting and tiptoeing.

Activities may include games such as: Thread the Needles, where a line of children with a leader become entangled; the leader steps over and goes under the other children's clasped hands pulling them along behind him. He then has to go back, untangling as he goes.

Teacher may give commands such as:
"With feet together, jump forward one step."
"With feet together, jump backward one step."
"Jump forward three steps as I count one, two, three."
"With feet together, jump sideways (to left and to right)."

Outside Activities:

A number of outside activities can help the child develop gross motor skills; suggested ones are:

Obstacle courses that involve: creeping, crawling, pushing and pulling, stooping, jumping, hopping, dodging, sliding, going under, over, around, weaving through, climbing up and down, moving through various cardboard boxes, moving through various materials such as sand and gravel.

Take children on walks over different kinds of land requiring changes in posture and balance----walking up and down hills forward, backward and sideways; rolling up and down, hopping up and down.

These and other motor skill activities are available to teachers from many sources. A source in this guide that we hope the teacher will turn to often is the unit on developing perceptual-motor skills.

Listed at the end of this unit are other places to obtain information and guidance in helping children develop these skills.

AUDITORY SKILLS

Many retarded children have difficulty in the area of auditory discrimination; volume, pitch or rhythm in sounds and the way these changes take place.

Auditory attention requires the ability to direct and sustain attention to sounds.

If the child remains unable to discriminate sounds, he may have a hearing loss and should be checked by the school nurse. If no hearing loss is established, the teacher may have to rely upon visual discrimination as another avenue to establishing readiness skills.

Both auditory discrimination and attention can be heightened and sustained through the following games and activities.[2]

Patterning: reproducing the pattern of sound the teacher makes with rhythm sticks, pencils on desk or table, bouncing ball.

Tone: High or low sounds made by bells, harmonica, piano, pitch-pipe or some other musical instrument.

Patterns and Tone: Reproduce loud or soft, fast or slow, sounds.

The Ticking Clock Game: Teacher hides a loud-ticking alarm clock or minute-minder while a child is out of the room. Upon return, the child tries to locate the clock by listening for it's tick. If he locates it,

[2]Refer to Perceptual Motor Unit, "Auditory Activities" pp. for additional activities.

he can hide the clock from another child.

Dog, Dog, Who Took My Bone? A variation of an old favorite. A child is given an eraser to put under his desk. Another child is chosen to tip-toe up and return the eraser to the chalk-board while the child who has the bone has his head down on the desk and eyes closed. Child who had eraser must guess who removed bone (eraser) by using auditory clues.

Guess Who Game: Child is blind-folded and seated in chair at front of room. Someone in the room disguises his voice, or whispers, "Guess Who I Am?" If blind-folded child guesses correctly he remains in the chair until someone fools him and then takes his place.

Listening Time: (Independent activity for one child)
Child listens to recorded story with head-phones so rest of class will not be disturbed. He holds book illustrating story. At a given signal, (bell or beep) he turns the pages using visual and auditory clues at the same time.

Auditory comprehension, simply stated, is listening and doing!

The following activities will help the child to develop this type of comprehension:

Following simple directions:

"Come to me."

"Look up at the ceiling."

"Look down at the floor."

"Touch your nose; your eyes; ears; head."

Following more complicated directions:

"Stand behind your chair." (substitute "in," "front of," "on")

"Bring me a book and a pencil."

"Come to the desk, pick up the red book and give it to John Smith."

Play the game, "Simon Says."

Retell a simple story by actions instead of words.

Answering with "yes," "no," or "maybe," silly or factual statements:

"It could snow in Tulsa in July."

"Horses have horns."

"You could hear without ears."

Using previously taught concepts to make judgement:

"Some apples are red."

"Mud is good to eat."

Using recall:

"We had fun last week. It was Mary's birthday. Everybody had a piece of cake."

After reading a story teacher checks children's understanding by asking them to complete sentences with words from the story. "Curious George learned to ride a --------." (bike)

Using riddles about things within the child's concept, giving liberal hints: e.g. "It starts like fun and rhymes with box."

VISUAL SKILLS

The eyes see what the ears hear, creating an auditory-visual link.

Visual perception is furthered by sorting colors; blocks, balls, beads. A box of buttons of various sizes and shapes will hold the child's attention for quite a while as he sorts them as to color and shape and puts them into piles or boxes.

The teacher will help the child to match forms: of wood, cardboard or metal; simple pictures, designs, patterns.

The child can work with puzzles. Wooden ones are good for the very young with few pieces to begin with. Match horizontal strips as well as shapes. Turn the puzzle over and match shapes without the visual picture clues.

String beads in a design and ask child to copy. Put blocks in a design and let child arrange his in the same pattern.

Place a number of items on the desk or table and have the child give the name of the item. Ask him what use the item has. Ask him if it is an item found indoors or outdoors, used at school or at home, etc.

Keep inexpensive books in classroom for children to leaf through and look at pictures when it is necessary to have a quiet time. Let the books be available to the children during their free play period.

Teach them how to handle books, how to turn pages, how to guess at the story through picture clues.

Readiness children need much time for playing since they are mentally of pre-school age. Order play materials that are sturdy enough to withstand a great deal of handling and that will lend themselves to readiness activities.

Visual discrimination games:[3]

Shapo--The game is played like dominoes, but colored symbols are used and pasted on heavy card board or oak tag. The children should match the symbols. Some suggestions for symbols are green star, blue

[3]Refer to Perceptual Motor Unit, "Visual Motor Activities" pp. for additional activities.

circle, red hexagon, orange square, yellow crescent and purple triangle. The same procedure may be used to illustrate differences in symbols and may be varied in degrees of complexity.

See and draw--The teacher draws on large chart paper or on the board a large symbol which will be simple to reproduce. Allow the children to look at the symbol for about fifteen seconds, then cover or erase the symbol and ask the child to reproduce it. Check for accuracy.

Selecto--Place a small number of objects, usually four on a table, have child look at and name the objects. Ask the child to close his eyes while one object is removed, then ask him to look and tell what is missing. Increase the number of objects, select objects that can be used in pairs (knife and fork, paper and pencil, chalk and eraser, etc.) Teach the child to associate objects so he has a clue as to what is missing. Once this skill is developed, try to teach the application of it, in other, more abstract areas of memory.

Letter classification--Give children sheets of paper with short rows of capital and lower case letters. Ask the children to circle either the big or small letters.

aaaAA Aaaa AAAa

bbBBB BBBb bbbbBB

CCCc ccccC CCCccc

Look Out the Window Game--Children are given a few minutes to look out the window. When they have turned back from window teacher asks various children to name all of the things they saw. Others add to the list.

ORAL LANGUAGE

Many children in the readiness stage speak only in phrases. A great deal of the teacher's time will be spent in developing language skills.

Many of these children come from homes where there is very little conversation. Quite often the children are not included in whatever passes for conversation, but respond to a few grunts, signs, or terse commands. In the school-room they may be shy, or afraid to express themselves for fear of disapproval. Or they may not

know how to respond because of their poverty of oral experiences.

It is the teacher's responsibility to draw them out as much as possible. She must reassure the shy and timid that she is not going to punish them if they refuse to respond. Many children become quite verbal when they discover that they can talk without fear of punishment. Talking Time becomes Happy Time. A few minutes each morning of shared experiences helps the talker to learn to express ideas and share as well as establishing good listening manners. Many children are willing to talk to the group if they are holding something in their hands and can use it for demonstration.

Oral language and listening skill are further improved by having each child tell one school rule after a School Rules Assembly. After the Talking Bike assembly, each child can tell one thing he remembers. After an entertainment type of assembly, he may tell what he liked best. This develops visual discrimination as well as auditory and oral language.

Include Story Hour in each day's lesson plans. A teacher's obvious joy in reading aloud fosters in each child a desire to learn to read and to talk about what he has read.

After showing films or filmstrips, be sure to have a time for discussion which includes each child. Films and filmstrips should always be discussed immediately after viewing. Pure entertainment can be had at home watching T.V.

When you give a direction to a child, you might let him make this a game by in turn giving you a direction to follow. Follow this with two or three directions at a time and let him do the same with you. Let him catch you in a mistake or two so the whole class can enjoy laughing with and at the teacher.

WRITING

Learning to write usually precedes reading. All writing is begun by using manuscript. "Let's Learn to Write" is the guide to manuscript writing in the Tulsa Public Schools and is available to all teachers. If the child shows a lot of distortion such as reversals, inversions, partial and inaccurate letter formations the teacher should consult unit on Visual-Motor Activities.[4]

[4]Refer to Perceptual Motor Unit, "Writing Readiness" for a more detailed explanation of beginning writing activities.

The child is first taught to write his name on the chalkboard. Then he can write as large as he wants. He may need the teacher's help in guiding his hand, or he may just want to "finger-write" before using chalk. The teacher then writes child's name with black crayon on 12" x 18" newsprint. After child has traced teacher's writing with finger, he may then copy teacher's writing with black crayon. After he reaches success, use 9" x 12" newsprint. The teacher then writes the child's name in manuscript with kindergarten crayon on 9" x 12" lined manila paper with 5/8" line spacing. (This paper can be requisitioned from warehouse). Make small letters one line high and large letters two lines high. Child traces letters in name with finger as well as copying name (with help from teacher when needed). Then child can progress to writing name on 5/8" lined smooth paper with Laddie pencil.

After child has learned to write his name, let him practice on letters, lower and upper case, and then put them together in phrases, gradually progressing to a sentence. He should then be ready for copying short experience stories one line at a time.

When teacher writes on board, she should use a music staff liner with the second and fourth pieces of chalk left out of the liner. Write as perfectly in manuscript as possible. (If she has not had a course in manuscript, she should either take one or teach herself). It is very important for the children to have a good model from which to copy. Use a hand-space between each word on the board; teach the children to use a finger space between each word.

EXPERIENCE CHARTS

The use of the experience chart is still the best way to teach beginning reading to slow-learning children.

The teacher helps children develop stories from their background experiences. Many of these children are from disadvantaged homes; nevertheless this background is the center of their experiences and the events that they relate have meaning and interest to them.

The children dictate to the teacher and she records on the chalkboard, editing as little as possible to keep it in the children's language.

Each child delights in seeing his name in the story, and the names of his family and friends. This makes the story so important to him that he is eager to read it over and over.

The introduction to reading becomes a pleasurable one for all the children. As the teacher writes each line, it is read aloud by children with teacher's help both while she is writing the sentence and after she has finished it. She points to each word the second time to instill left-to-right eye movement. Sometimes the teacher may name a word in the experience story for children to erase from board, this develops reading skills. Other times she erases a word and asks children to substitute another word which will make sense in the sentence. This develops vocabulary skills. After the children have written and illustrated a number of experience stories, let them make these into individual booklets to take home and read to their parents. This can become their first "reading" book.

READING

Always keep child's abilities (rather than chronological age) in mind. Do not expect more of child than you would of a child of the same mental age in a regular classroom. Some children may not even perform up to their mental age in some areas because of perceptual impairment, etc.

Some children will be ready to read after one year of readiness activities; others will need two years or more. Do <u>not</u> repeat readiness workbooks; use another series for children who are not ready for formal reading.

Before starting a formal reading program, give a reading readiness test such as Metropolitan, Ginn, or Lee-Clark. Some children may do well in the test and still not be ready for formal reading. The teacher should be very aware of each child's reactions to formal reading; if there are nervous symptons such as twisting clothes or fingers, etc., go back to another readiness book for this child. Each child has his own time for "hatching"--for being ready for formal reading instruction.

When you start the developmental series, present the new words and discuss pictures in Big Book or on charts. After oral reading, have child copy a simple story using new words. Then have the child read the story from his own paper. Thus the child is exposed to the new words through hearing, seeing and reading, writing, and reading again. Follow this method of presenting new words until child is ready for another method other

than "look-say". New word cards for each child in the reading group may be written with crayon on the 5/8" lined manila paper. (Cut the paper in strips so that each child will have his own reading words folder).

If workbooks are used, it seems to be better to work with group rather than assign pages and have children make mistakes. This also helps the teacher know which children are comprehending instead of just word-calling.

When the child has finished reading the first two pre-primers, give each child a "library book" (first pre-primer level) from another series to read independently. When child finishes a book, have him read vocabulary list at end of book to check to see if child can read words in book out of context. When he can do this, record book on a Supplementary Book List on back of Reading Card. Try to have many series of books, so that the children get an opportunity to read many books independently at same level before going on to the next level.

Do not be rigid about reading groups. Some children will need to repeat books (it may not always be possible to go to a different series after reading readiness level just because of time limitations). Be flexible about reading groups.

Progress slowly so that the teacher is sure children have a good reading vocabulary and comprehension as far as possible.

The teacher should keep the children in the same developmental reading series that she started them in, letting them progress at their own rate as far as they can go.

After the children have finished one level, she will probably want to supplement from another basal reading series on that same level before letting them go on to a higher one. Some children need a great deal of enrichment and supplementary help before starting another level. It is better to use another series, rather than repeating the old.

SPELLING

Formal spelling should not be introduced until group is near the end of the first reader or at the beginning of the second reader. Spelling does not have to be from a spelling workbook; you may use words

from experience stories or new words in reading lessons.

If a child has difficulty in spelling words, the teacher might want to try the "Fernald"[5] method. Have child trace each letter in sandpaper or colored crayon on textured primary paper saying each letter as he traces and then pronouncing the word. Then with eyes closed, he retraces each letter, again saying the word at end until he can write it from memory.

Cursive writing may be introduced at the beginning of spelling. If child can spell words correctly orally but misses them on written tests because he cannot write in cursive, let that child continue in manuscript for another year (or perhaps indefinetely). It is better for a child to succeed even if he writes in manuscript at sixth grade level. The only thing he should be able to write in cursive is his signature.

[5] Fernald, Grace M. Remedial Techniques in Basic School Subjects. McGraw Hill

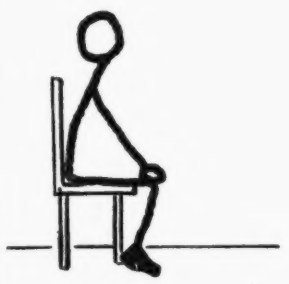
Jump jump

Hop hop

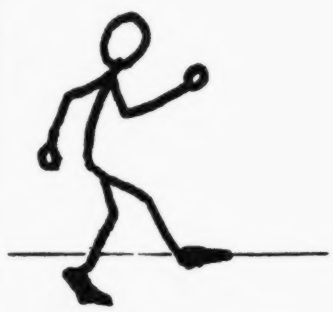
Walk walk

Run run

Climb climb



Sit sit



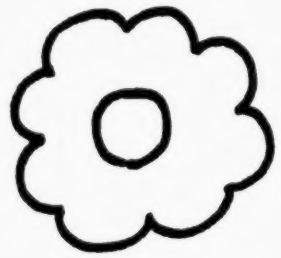
Skip skip

Roll roll

Look look

ACTION WORDS

1.



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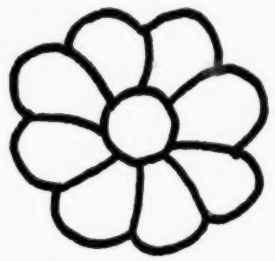

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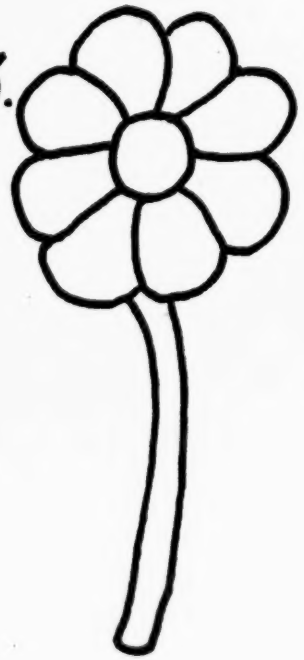
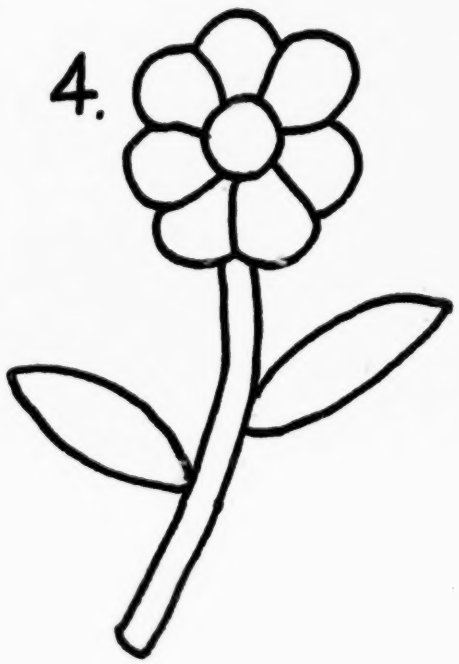
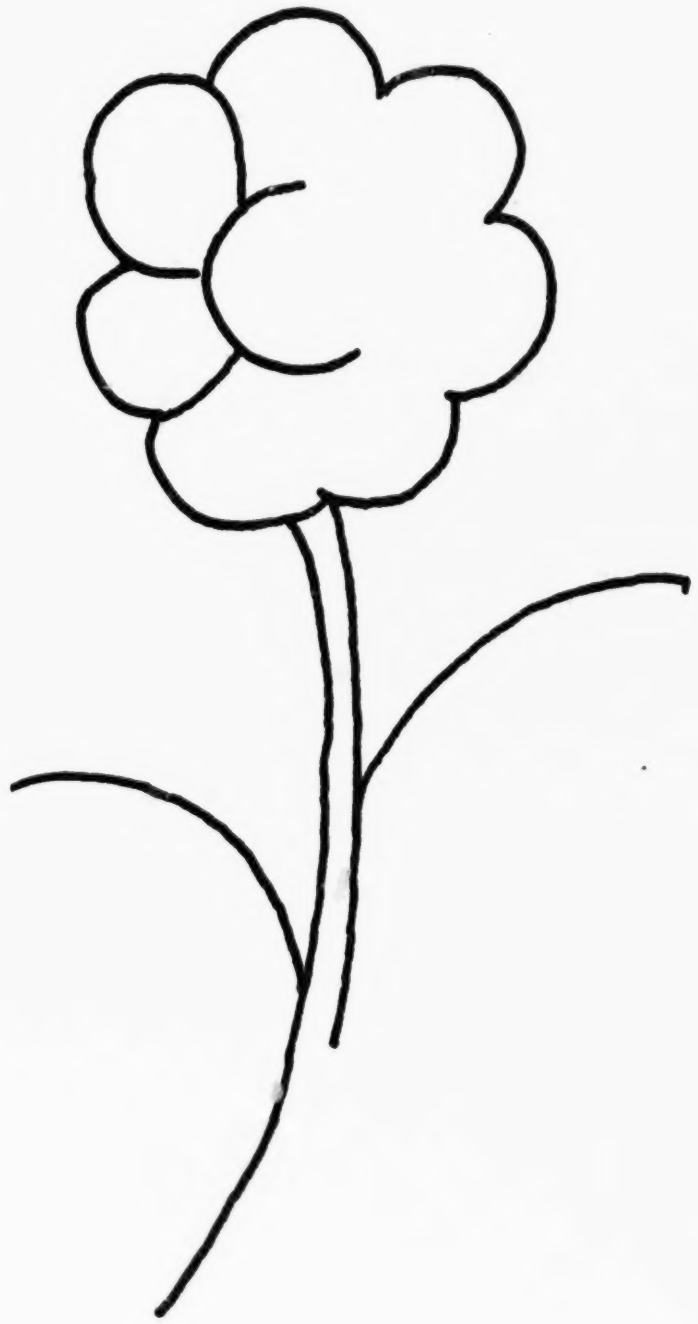
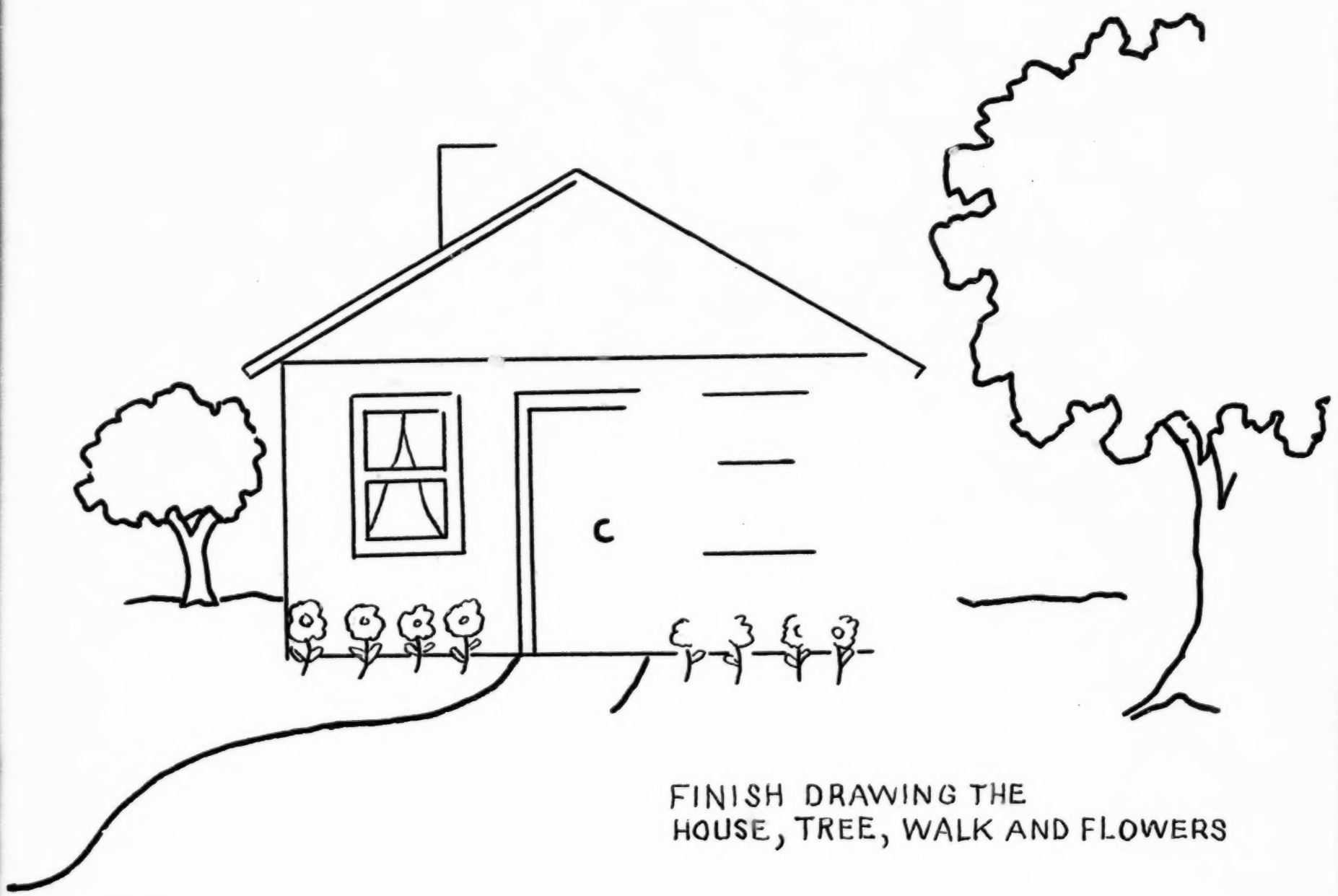


4.



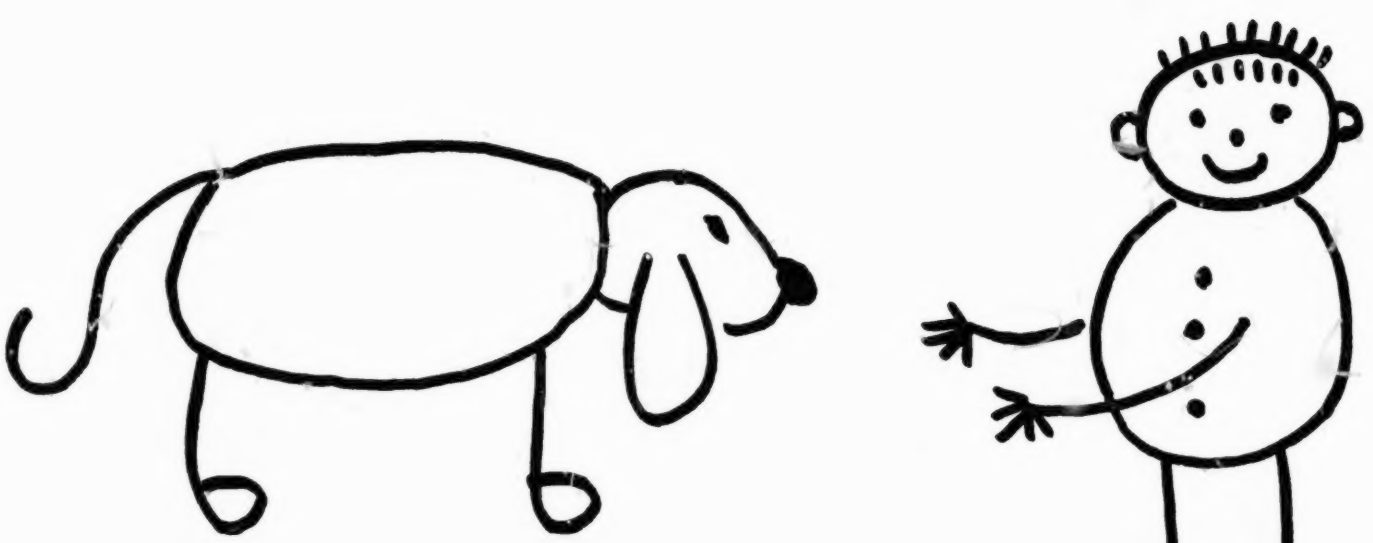


Steps to Make a Flower



FINISH DRAWING THE
HOUSE, TREE, WALK AND FLOWERS

Sample Experience Chart



Buzz

Joe has a dog.

His name is Buzz.

Joe likes him.

TEACHING, LEARNING AND RELATING TO THE ALPHABET

This is an approach to teaching the alphabet and its sounds to primary EMH children developed by Mrs. Laura Dixon in her classroom at Emerson Elementary School.

If this approach is used, it should precede the formal teaching of the unit on phonics. Because of the frequent use of the alphabet, the child has no fear of the newness of it, when he encounters it in another situation. He has worked with it repeatedly.

With teacher's help, he will remember and use the alphabet effectively as he understands it in a new organization.

This method will not replace the formal teaching of phonics. It must be used as a supplement or an aid.

Place the alphabet on the wall, eye-level with the children if possible. The alphabet should include upper and lower case letters and a picture or pictures illustrating the sound or sounds of each letter. The teacher starts by saying the name of the letter and the sound it makes. She tells them beforehand that some letters have two sounds. When she comes to the letters that make two sounds (vowels, and consonants c, and g, etc.) she simply says ā as in apron and ă as in apple. C says k as in car and S-s-s-s-s as in cent. C has no sound of its own it borrows s and k sounds. She proceeds in a sequential manner through the alphabet and the children say it with her until they can say the alphabet and sounds without her help.

She teaches the children to copy the alphabet. She helps each child form the alphabet correctly, saying the letter and sound as she helps each one, and then having him repeat after her. The child must draw the picture that illustrates the initial sound of the letter. (She has some stick figures which she enlarges on chalkboard to help those with their drawings who need it).

She does not require her younger or less capable children to make the letters and draw the pictures but they must say the letters, look at them and see the pictures as they go through the daily ritual with the class. (If a child is having difficulty but wants to work, the teacher will assign a more capable child to help him.)

The procedure of saying, sounding, writing the alphabet and drawing the pictures is followed each morning until it is over-learned. It takes months.

As the child begins to sight-read and has learned a simple story well so that he enjoys it and has lost all fear of embarrassment at making a mistake, the teacher takes down the alphabet cards "A" and "n", or "R" "e" "x" (examples only). She asks the child "Do you remember what "A" says?" Usually he can tell. She continues in same manner with the letter "n". She then says "Ann", drawing the word out slowly, and shows the child the relationship of alphabet letter to the letter in the story. She explains how these sounds put together say "Ann", the girl he is reading about. The child experiences no feelings of failure in relating the sounds of the letters to the words he can read since (1) he knows the sounds so well, (2) and is having success reading by sight. He has a sense of achievement.

As time passes she continues to let him read by sight and continues to make the comparison with different letters explaining that letters say sounds and sounds make words and words stand for things.

She continues to sound the letters as they come in new words in the story and has him sound them to her, always explaining the connection between the initial letter that starts the sound of the word and the sounds of the linking letters that go to make up the word that stands for the person or thing he is reading about in the story.

She further reinforces the teaching of sounds by having him sound out the labels he has put on objects in the room. She finds that working with alphabet workbooks and beginning spellers simply reinforces this technique.

As the child progresses she teaches the relationship of letters to sound blends. She feels that this method can serve as the first exposure to letters and sounds before the child begins a formal study of phonics.

Vowels and consonants as such are not mentioned (or emphasized to the children) in this procedure. The two sounds made by them is simply taught--not explained or named.

The two sounds of c, g and x are no exception. The children will be more ready for additional learning concerning consonants and vowels, etc. in formal phonics program.

THE PHONICS APPROACH AS AN AID TO TEACHING READING TO RETARDED CHILDREN

successfully use the phonics approach in teaching reading the teacher of EMH children must realize that: (1) phonic analysis is an important reading skill and (2) phonics is only one of a number of ways a child may "attack" words not known as sight words.

After the child has become a beginning reader and has acquired a small vocabulary of sight words he should be gradually introduced to some phonic skills. The instruction should progress at the childs own rate of speed.

Some early skills which would be presented are: auditory discrimination, rhyming, visual discrimination, discrimination of shapes, and letter and word discrimination.

In order to attack unfamiliar words the child must acquire the ability to recognize sounds common to a group of words. This ability can come through practice with rhyming words.

To prepare the children for rhyming read some familiar Mother Goose rhymes until they can hear and complete the words that rhyme quite easily.

Give some easy examples: It's a color and rhymes with fellow. (yellow)
It starts like house and rhymes with cat. (hat)

Children can find pictures of objects that rhyme and put them along side each other.

Initial consonants with distinct sounds such as; f-fish, t-top, c-cow, and b-bird should be an early part of the instruction. However only one consonant sound should be introduced at a time and child should have ample time to master that sound before introducting another one.

After a few intitial consonants sounds have been mastered according to each child's ability, then initial consonant substitution should be introduced, e.g. "I put on my coat and played in a <u>boat</u>."

A good enrichment activity would be to let the child make a picture book with pictures or drawings starting with initial consonant sounds.

The game, "I went to_____"may be played. The teacher says, "I went to town and took a toy with me." Child repeats statement but substitutes another word beginning with t, e.g. "I went to town and took a top with me."

Introduction of final consonants can follow substitution with ease and understanding if the child's vocabulary is sufficiently prepared for word endings. Examples of early final consonants are; t-boat, p-soap, d-hand and g-dog.

The efficient teacher of EMH children must keep in mind that reinforcement is always a very important part of her program. As new skills are introduced, those already mastered must be reinforced often.

Initial consonant blends such as; sp-spoon, st-step, cl-clock or pl-plate give the child a feeling of security as he attacks new words. Initial digraphs many times follow the introduction of initial consonant blends. Some examples of initial digraphs are; sh-shoes, wh-whale, ch-church, and th-thumb.

Most teachers will find that the child has experienced through word structure or word analysis some of the short or long vowel sounds before he has a formal introduction to them. When the vowels are introduced stress should be placed upon the fact that the long vowel says its name. e. g. cāke, mēet, tīger, bōw, hūge.

When introducing the short vowels explain how they differ from a consonant sound. With the consonant sounds, one uses the tongue, teeth, throat, nasal passage, palate, lips or a combination of these. Demonstrate by sounding p, s, m, etc., and notice what parts of the mouth and throat are used. With the vowels the mouth is always open, sometimes more, sometimes less, in different positions. Have students notice the shape of the mouth with a-ăpple, e-mĕt, i-Ĭndian, o-ŏctopus, u-ŭmbrella.

Informal Diagnostic Tests

The following informal oral reading tests may be used in several ways. They are useful in screening and grouping children. They may be used to determine specific reading difficulties such as substitution, omission or mispronunciation of words as well as changing of word order. Finally, these tests may be used after a child has completed a reading text to determine whether or not he is ready to move to a more advanced level.

There are two parts to each test, a story sheet for the child and a sheet which includes a motivation sentence and comprehension questions for the teacher's use. Test each child individually at a time and in a place which is as free from noise and distraction as possible. Begin at least two levels below where you think he should be reading. Explain to the child that you have some stories you would like him to read. Give him the first story sheet. Orient the child to the story by reading the motivation sentence which is provided or by using an appropriate introduction of your own. As the child reads, note the number of errors and the fluency with which he reads. If the first story is too difficult, drop back to the next lower level. If the first story is easy for the child, move to the next higher level in difficulty.

Determine two reading levels for each child. The independent level is that reading level at which the child reads fluently with no more than one error per one hundred words and with 90 per cent comprehension. This is the level at which the child can function with little help. The instructional level is that level at which the child can read with no more than five errors per one hundred words and with 75 per cent comprehension. This is the level at which the child should read in groups. Determining these two levels will help the teacher set realistic expectations for the child both in reading and in independent activities. Observation of specific errors will allow the teacher to plan meaningful supplementary materials.

The Group Test of Word Attack Skills and the Diagnostic Spelling Test which are also included may be used in whole or in part to obtain additional information for planning an instructional program to meet specific individual needs in spelling and in phonics.

Informal Oral Comprehension Test
Level Two--Pre-Primer

Ride With Us, "A Ride on the Water," page 44. [1] (28 words)

Motivation--This is a story about Skip. Read to find out what he does.

Comprehension

1. Where did Skip go? to the water
2. Who did Skip see? Judy
3. What did Skip do? jumped into the boat
4. What did Ann say? Look at Skip jump or He likes my doll or He is in the boat.

Informal Oral Comprehension Test
Level Three--Primer

Surprises for Us, "The Little Park," page 108. [1] (33 words)

Motivation--This is a story about a park. Read to find out what is in the park.

Comprehension

1. What did the man have? a park
2. Where was the it? in the woods
3. Who went to the park? the children
4. What did they do at the park? play

1. Guy L. Bond et al. Lyons and Carnahan Developmental Reading Series, Chicago: Lyons and Carnahan, Inc., 1962.

A Ride on the Water

Skip came to the water.
He saw Judy in the boat.
Ann said, "Look at Skip jump.
He is in the boat with my doll.
He likes my doll."

The Little Park

The man said, "We have a park in the woods.
I want you to see it.
Some things in the park are for children.
Many children come here to play on them."

Informal Oral Comprehension Test
Level Four--First Reader

Good Times for Us. "A Winter Home," page 107. [1] (50 words)

Motivation--This is a story about a squirrel. Read to find out what it did.

Comprehension

1. What did Tom see? a squirrel
2. What did it look like? a tree trunk
3. What did it have in its mouth? leaves
4. What was it doing? getting ready for winter

Informal Oral Comprehension Test
Level Five--2[1] reader

Down Our Way. "The Monkeys See the Caps," page 225. [2] (57 words)

Motivation--This is a story about some monkeys. Read to find out what they do.

Comprehension

1. Where were the monkeys? in a tree
2. Who were they watching? a man
3. What did he have? a bag
4. What did each monkey get? a red cap

1. Guy L. Bond et al. Lyons and Carnahan Developmental Reading Series, Chicago: Lyons and Carnahan, Inc., 1963.
2. Guy L. Bond et al. Lyons and Carnahan Develpmental Reading Series (classmate edition). Chicago: Lyons and Carnahan, Inc., 1962.

A Winter Home

"I see another squirrel in the tree, said Tom.
"He just ran behind the tree trunk.
There he is again.
He looks like the trunk of the tree.
See the leaves in his mouth.
What will he do with them?"
"He is going to make a winter home," said Daddy.

The Monkeys See the Caps

Some monkeys were in the tree.
They had watched the man.
The monkeys looked down at the bag.
They came down from the tree as all monkeys can do.
They looked into the bag.
They were pleased when they saw the caps.
Each monkey put his hands into the bag.
Each one took out a red cap.

Informal Oral Comprehension Test
Level Six--2^2 reader

Just for Fun, "Show and Tell,"
page 174.[1] (55 words)

Motivation--This is a story about some children at school. Read to find out what they are doing.

Comprehension

1. What were the children talking about?
   spring
2. What did many of the children find?
   signs of spring
3. What did Sandy find?
   frog eggs and two snails
4. Who was their teacher? Miss Martin

Informal Oral Comprehension Test
Level Seven--3^1 reader

Stories from Everywhere, "A Strange Animal," page 194.[1] (61 words)

Motivation--This is a story about a strange animal. Read and see if you can guess what kind of animal he was.

Comprehension

1. Where was Flat Tail Going?
   up a hillside
2. Why did he stop? he heard a noise
3. What did Flat Tail see? a strange animal
4. What did the animal have in its coat? quills

1. Guy L. Bond et al. Lyons and Carnahan Developmental Reading Series (classmate edition), Chicago: Lyons and Carnahan, Inc., 1962.

Show and Tell

Everyone in Sandy's room was talking about spring.
Many children had been lucky.
They really had found signs of spring.
Miss Martin knew they had many things to show and to tell about.
Sandy had frog eggs and two snails.
Some children had plants.
They wanted to show them and tell about them right away.

A Strange Animal

Flat Tail started up a hillside but he stopped. He had heard the breaking of a small branch.

Flat Tail looked up. He saw a strange animal. It was not like any animal that Flat Tail had seen before.

It was small. It did not have fur. Its coat had sharp quills. The quills reached to the end of its tail.

Informal Oral Comprehension Test
Level Eight--3^2 reader

Once Upon a Storytime, "Mammoth Hot Springs," page 140.[1] (60 words)

Motivation--This is a story about two boys on a trip. Read to find out what they saw.

Comprehension

1. When did Mr. Wise and the two boys leave? early in the morning

2. What came up from the ground? steam

3. What kind of animal did they see? elk

4. Where did the animals run? into the woods

1. Guy L. Bond et al. Lyons and Carnahan Developmental Reading Series (classmate edition). Chicago: Lyons and Carnahan, Inc., 1962.

Mammoth Hot Springs

Early in the morning, the two boys and Mr. Wise left the cabin When they drove away, they looked around them. Almost everywhere, steam came from the ground.

"Look in front of you," said Mr. Wise. "You'll see wild animals you have not seen before."

The boys saw two elk. The car moved closer. The elk ran into the woods.

TULSA PUBLIC SCHOOLS

GROUP TEST OF WORD ATTACK SKILLS
(Examiner's copy)

The examiner will say:

A. Write the first letter you hear. Use small letters--not capitals.

1. fog	6. sip	11. yet	16. dot
2. bit	7. hum	12. nod	17. jab
3. mat	8. tap	13. kit	18. vim
4. cop	9. rib	14. lip	19. zip
5. wit	10. gap	15. pal	20. quill

B. Write the last letter you hear.

1. bus	6. ram	11. rug
2. tin	7. pal	12. fizz
3. rap	8. fob	13. rick
4. lot	9. cuff	14. box
5. lad	10. jar	15. dove

C. Write the first two letters you hear.

1. chin	6. fret	11. brim	16. twin
2. shop	7. plot	12. stem	17. smell
3. thin	8. grin	13. flip	18. skip
4. whip	9. clip	14. spin	19. crib
5. trap	10. drop	15. swat	20. glass

D. Write the vowel you hear and mark it long or short. Use diacritical markings above the vowel. If you do not know the diacritical markings, you may use L for long and S for short.

1.	lip	6.	tap
2.	gate	7.	tube
3.	met	8.	heat
4.	wide	9.	note
5.	tub	10.	cot

E. Mark the vowels you see long, short, or silent.

1.	pin	6.	neat	11.	sail
2.	band	7.	coat	12.	robe
3.	drop	8.	best	13.	led
4.	came	9.	kite	14.	key
5.	way	10.	muff	15.	tube

F. What ending do you hear? Write the ending.

1.	go<u>ing</u>	4.	farm<u>er</u>	7.	car<u>s</u>
2.	want<u>ed</u>	5.	kind<u>ly</u>		
3.	box<u>es</u>	6.	tall<u>est</u>		

DIAGNOSTIC SPELLING TEST

List 1

Element Tested	Word	Illustrative Sentences
	1. not -	He is <u>not</u> here.
	2. but -	Mary is here, <u>but</u> Joe is not.
Short vowels	3. get -	<u>Get</u> the wagon, John.
	4. sit -	<u>Sit</u> down, please.
	5. man -	Father is a tall <u>man.</u>
Two vowels together	6. boat -	We sailed our <u>boat</u> on the lake.
	7. train -	Tom has a new toy <u>train</u>.
Final e	8. time -	It is <u>time</u> to come home.
	9. like -	We <u>like</u> ice cream.
ow-ou spelling of ou sound	10. found -	We <u>found</u> our lost ball.
	11. down -	Do not fall <u>down</u>.
Long and short oo	12. soon -	Our teacher will <u>soon</u> be here.
	13. good -	He is a <u>good</u> boy.
Final y as short i	14. very -	We are <u>very</u> glad to be here.
	15. happy -	Jane is a <u>happy</u> girl.
c and k spellings of the k sound	16. kept -	We <u>kept</u> our shoes dry.
	17. come -	<u>Come</u> to our party.
	18. what -	<u>What</u> is your name?
wh, th, sh, ch, and ng spellings	19. those -	<u>Those</u> are our toys.
and ow spelling of long o	20. show -	<u>Show</u> us the way.
	21. much -	I feel <u>much</u> better.
	22. sing -	We will <u>sing</u> a new song.
Doubled final consonants	23. will -	Who <u>will</u> help us?
	24. doll -	Make a dress for the <u>doll</u>.
er spelling	25. after -	We play <u>after</u> school.
	26. sister -	My <u>sister</u> is older than I.
oy spelling of oi sound	27. toy -	I have a new <u>toy</u> train.
ay spelling of long a sound	28. say -	<u>Say</u> your name clearly.
le ending	29. little -	Tom is a <u>little</u> boy.
	30. one -	I have only <u>one</u> book.
Non-phonetic spellings	31. would -	<u>Would</u> you come with us?
	32. pretty -	She is a <u>pretty</u> girl.

Grade Scoring, List 1:

Below 15 correct: Below second grade
15 - 22 correct: Second grade
23 - 29 correct: Third grade

Source: Kottmeyer. <u>Teachers Guide for Remedial Reading</u>

TULSA PUBLIC SCHOOLS

Name _____ Date _____

School _____ Grade _____

GROUP TEST OF WORD ATTACK SKILLS - PRIMARY
(Answer Sheet)

A. Write the first letter you hear.

1. _____	6. _____	11. _____	16. _____
2. _____	7. _____	12. _____	17. _____
3. _____	8. _____	13. _____	18. _____
4. _____	9. _____	14. _____	19. _____
5. _____	10. _____	15. _____	20. _____

B. Write the last letter you hear.

1. _____	6. _____	11. _____
2. _____	7. _____	12. _____
3. _____	8. _____	13. _____
4. _____	9. _____	14. _____
5. _____	10. _____	15. _____

C. Write the first two letters you hear.

1. _____	6. _____	11. _____	16. _____
2. _____	7. _____	12. _____	17. _____
3. _____	8. _____	13. _____	18. _____
4. _____	9. _____	14. _____	19. _____
5. _____	10. _____	15. _____	20. _____

D. Write the vowel you hear. Mark it long or short.

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

E. Mark the vowels you see long, short, or silent.

1. pin	6. neat	11. sail
2. band	7. coat	12. robe
3. drop	8. best	13. led
4. came	9. kite	14. key
5. way	10. muff	15. tube

F. What ending do you hear? Write the ending.

1. _____	4. _____	7. _____
2. _____	5. _____	
3. _____	6. _____	

SPELLING

Write the word beside the number.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____

Record the number of correct responses in each space.
Record spelling grade score.

school _____

Grade _____

Date _____

NAME	Initial Consonants (20)	Final Consonants (15)	Consonant Blends (20)	Consonant Digraphs (10)	Auditory Vowels (20)	Visual Vowels (20)	Vowel Digraphs (Auditory) (12)	Syllables (15)	Root Words (20)	Suffixes (12)	Sight Words	Spelling Grade	Reading Level	REMARKS

MATERIALS TO BE USED

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MATHEMATICS

GENERAL INTRODUCTION TO MATHEMATICS

The EMH child does not have the same ability to acquire number concepts and may lack the background experiences for learning that the child in the regular classroom has. Nevertheless, he needs a practical foundation in mathematics to help him solve the economic problems that will confront him as he reaches adulthood.

A wise teacher will be sure the child completely understands each step she presents before she proceeds to the next. She will utilize a multisensory approach; encouraging him to touch, manipulate, group and count concrete and semi-concrete objects before presenting more abstract concepts to him.

An increasing number of teachers are introducing principles of modern mathematics in their classrooms. They believe the child can master basic number skills and discover and make use of patterns and relationships better with this conceptual approach. Whatever method the teacher uses, modern or traditional, she will consistently strive to reach the following goals:

Help the child see and think quantitatively in real life situations.

Help the child understand the language of numbers and apply it in life situations.

Help the child to utilize mathematics in practical situations to solve problems.

Help the child form permanent habits of accuracy.

Help the child realize that mathematics is a part of his life; that there is no job which does not require some knowledge of mathematics.

On the readiness level, the child will touch, manipulate, sort and match. He will begin to count by rote through rhythms and actions; will learn to apply counting in a practical sense on a one-to-one basis. He will develop a meaningful language and a working idea of quantity in mathematics through his daily experiences.

Rote Counting

Counting rhymes will help the child to learn and appreciate the orderliness of numbers.

"One! Two! Tie your shoe!"
"Three! Four! Close the door!"
"Five! Six! Pick up sticks!"
"Seven! Eight! Shut the gate!"
"Nine! Ten! A big fat hen!"

Slap knees and sway in rhythm while counting aloud.

Beat drums or other instruments and count aloud.

Walk, stamp feet, wave arms to rhythmic beat of instruments.

Count boys and girls, legs of tables and chairs; other objects in school room.

Make number line on floor with masking tape. Let child take steps and count as he steps. (Number line may be purchased commercially).

Sing, "One little, two little, three little spacemen". (Use music to Ten Little Indians)

Have child tap on desk as he counts. Teacher can tap child's hand as she counts with him.

Meaningful Counting

The child will be ready for meaningful counting when he begins to relate rote counting to his quantitative needs.

Line up blocks; stack blocks to make a tower, count as many blocks as possible.

Count the number of coins in lunch money.

String beads on a one-to-one basis corresponding first to fingers on one hand and then to fingers on both hands.

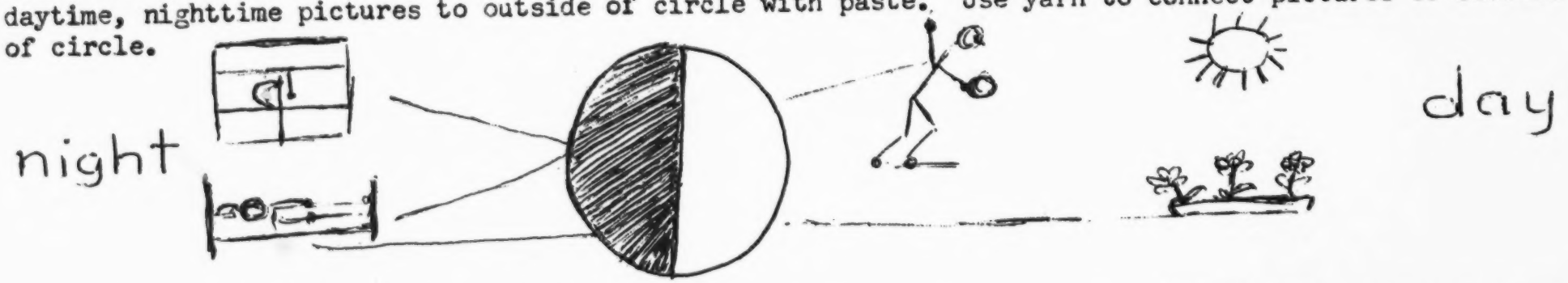
Let the child stamp and count using a commercial stamp.

Give child a plate of cookies. Let him count cookies first; then count children to see if he has enough cookies for each child.

Time

When teaching time, relate it to the child's daily activities, as when he comes to school, goes home, etc.

Day-night: Draw a large circle on white paper. Draw a line from top to bottom cutting circle in half. Color one half black. Have children name and find pictures of daytime and nighttime activities. Attach daytime, nighttime pictures to outside of circle with paste. Use yarn to connect pictures to correct area of circle.



Let child make individual clock out of paper plate with oak tag or cardboard for hands. During the day, ask child to move hands on his clock to match those on the classroom clock. Point out important times such as reading time, lunch time, etc.

On the floor draw a big clock with help of string tied to chalk. Cover chalk with masking tape. Indicate center and places for numbers with X's of masking tape. At each time to be indicated, let a big or tall child stand where big hand is and a smaller child stand where little hand is. Teacher says, "this is the time when we_____(go to lunch, assembly, etc.)" (See example at end of unit).

Position

Position indicates the place where the child may find things or see things in relation to self.

The teacher uses positional words in daily activities when taking out or putting away supplies, e.g. (in, on, top, bottom, middle).

Placing self in position:

"Billy, stand (in front of), (behind) me."

"Jump over the stick."

"Hide under the table."

Use flannelboard to create interest in position.

"Put this apple (in the middle of), (at the bottom), (on top) of the board."

"Put this cat on the step."

"Put this bird in the tree."

Continue using over, under, in front of, behind, top, etc.

Teacher names right hand, left hand. She makes a wrist band for her right arm and one for each child. She demonstrates use of right hand with back to class; then faces class.

She draws different color foot print for right and left foot. Asks children to walk in foot prints using correct foot. (See illustration at end of unit).

Teacher tells the child to: "Stand on your right foot."

"Stand on your left foot."

"Put your (left, right) hand on your knee."

Comparison

hot-cold

Ask the child to close his eyes and feel an ice cube, or stick his finger into a cup of cold water, then into a cup of warm water. Ask child to identify sensations.

large-small

Use flannelboard with large and small shapes, ask the child to put the small circle on the large circle, put the small tree beside the large tree.

Bean bags - pitch in big box, pitch in small box.

fast-slow

Play a slow march, ask the child to walk with the music. When he can keep time play the music faster. Then alternate tempo, use terms "fast" and "slow" to describe the music and how he walks.

shapes

Each child is given an envelope containing two or three circles, squares, and triangles. Each is asked to match like shapes.

Let child color his own stenciled shapes. Stencils should be large enough for child to handle easily.

Ask the child to color in shapes outlined by teacher with black crayon.

Quantity

many-few

Use two boxes filling one with many blocks, Put a few blocks in the other box. Ask the child to tell the difference in many and few.

enough-not enough

Use two egg cartons, fill one with twelve objects (colored blocks) tell the child, "This is enough, the box is full." Put less than twelve in the other carton, tell the child, "This is not enough, the box is not full."

In actual situations such as giving out milk or cookies, let the child see that there is enough or not enough.

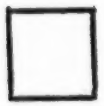
Patterns

A form board (commercial or one made by teacher) will help the child to associate form with pattern.

On the chalk board the teacher makes a big pattern such as □ ○ □ ○
Then children are helped to make the same pattern (1) with beads (2) big templates of shapes, and (3) with crayons.

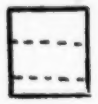
Puzzles to cut and paste will relate parts with whole. Graduated difficulty is a must.

This is what you will make.



Put together with 2 pieces

Put together with 3 pieces



Numerals

Numerals are the written symbols for numbers. The child should be aware of the relationship between each number and its numeral.

Make numeral in the air.

Trace large numerals on blackboard.

Trace sandpaper numerals with finger.

Follow oral instructions writing on paper or blackboard, to make following numerals:
1--"straight down"
2--"around, down, over"
3--"around and around"
4--"down, over, cross"
5--"down, way around, over"
6--"down and around"
7--"over, down"
8--"big S and up"
9--"around, down"

Ask child to write numeral (3); say its name (three); then tap desk three times.

Put numerals in sequence on separate flash cards. Pull out one card. Ask "what numeral belongs here?"

Show card with quantity illustrated. Ask "How many do you see?" Find that numeral. Now make the numeral.

Make several sets of like quantity.

Write numerals to indicate specific quantities.

Circle or color only numeral named.

Play the game, "Teacher, Teacher, May I?"_____(take three steps?) "Yes you may."
Game is continued and maybe varied, e.g. "May I hop two times?"

CONSERVATION OF QUANTITY

The child is not ready to begin primary level activities until he begins to develop the concept of conservation of quantity. It is possible to determine if the child has begun to develop this concept through the following simple classroom activities.

Clay: Make two balls of clay the same size. Show them to the child and ask him to verify that both balls have the same amount of clay. Roll one ball so that it begins to form a cylinder. Ask the child to compare the cylinder with the ball and tell which has the most clay. Continue rolling the cylinder until it becomes a "snake." At intervals ask the child which has the greater amount of clay, the snake or the ball. If the child understands that the amount of clay does not change when the shape is changed, he is beginning to develop the concept of conservation of quantity.

Water: (lemonade will do) Put equal amounts of water (or lemonade) in identical transparent pitchers. Ask the child which pitcher has the most water (lemonade). Elicit the idea that both pitchers contain the same amount. Pour the contents of one pitcher into a different shaped container and again ask which contains the greater amount. The child should be able to perceive that the amount has not changed.

Cars: Place a number of small toy cars together in a cluster on a table. Ask the child to count the number of cars. Spread the cars out over a larger area. Ask the child if the cars take up more space when they are spread over a larger area. The child should be able to understand that the same cars occupy the same amount of space regardless of their position on the table.

Number Recognition

Number recognition can be correlated with all subjects by having the children locate the correct page number for a lesson. For example, the following idea can be used with reading as soon as a group reaches a reading level where the book has a table of contents. After new words have been presented and books passed out the teacher says, "Hands up; stick 'em up!" The children hold up both hands to shoulder level while the teacher says, "Open your books to the table of contents and find the name of the story on page ___." The children then look down the column of page numbers, find the page number, read the title of the story and locate the story in the text. The first child who locates the correct page is the first reader.

Counting with Meaning

Extend meaningful counting to twenty. Use ball bouncing activities (see gross-motor skills section) and give the child many opportunities to count items in the classroom.

Recognition of Shapes

Primary children should learn to name and recognize the following shapes: circle, square, triangle, rectangle, and diamond, and to draw them if possible. Draw a circle approximately 18 inches in circumference on the chalkboard and name it. Ask each child to trace around the circle, first with his finger, then with chalk. Ask the child to name the shape as he draws. Repeat this procedure with each new shape. Later, ask the child to trace with his finger, then draw each shape using templates and patterns.

Comparison of Shapes

Show the child a circle and a square of different colors and ask him to name each. Repeat using like-colored shapes. Then use combinations of other shapes such as a triangle and a square or a circle and a diamond. Show the child the same shape in two different sizes. Ask him to name each. Give the child many opportunities to manipulate shapes, placing one shape on, beside, under or over another shape.

Ordinals

Place a line of five objects on a table. Hold up the first object. Explain to the child that we say that the object that is number one is first, the one that is number two is second, etc. Let the child pick

up one object at a time and use the correct positional word. After the child has learned first through fifth, extend this concept through tenth. Teach the child to use ordinals in everyday situations such as describing the position of each child in line.

Counting by Tens, Fives and Twos

Make individual number charts for each child using cross-sectioned paper. Ask each child to fill in the blanks numbering from one to one hundred. Then ask each to circle the last numeral in each row with red crayon. Ask the child to count by tens using the circled numerals. (Cross-sectioned paper is 10 rows down and 10 rows across).

After the child can count with meaning and without the number chart ask him to circle each numeral on his chart which ends with five. Then ask the child to count by fives using the circled numerals. It will take much longer for the child to learn to count by fives without his chart.

When the child can count by tens and by fives, give him a new number chart. Ask him to fill in the chart, then circle the even numerals. Ask each child to read the numbers they have circled. In this way they can eventually learn to count by twos without a chart.

Measurement

Set a cardboard thermometer according to the temperature of the day. Do not make any attempt to have the child read the degrees but do get them used to judging the temperature--cold, cool, warm, hot--by the position of the mercury column.

Let the child use a tablespoon to find out for himself, through water play, that a spoonful of water is not as much as a cupful. In directed water play, let the child measure to find out that there are two cups in a pint. Finally, help him learn through measuring that there are two pints in a quart. These concepts will be learned more easily if there are many opportunities for measuring and re-measuring water.

Time

Begin teaching time with the clock on the floor (see readiness). Elaborate by reviewing hour, then go on

half hours and minutes by fives. In using a clock face, paste a picture of a turtle to the hour hand and a rabbit to the minute hand. Begin by pointing the minute hand to twelve and rotating the hour hand to teach hours. Divide the clock face vertically and color one side. Demonstrate that when the minute hand is at the six it is "half past" or thirty minutes past the hour. If possible, use a clock with movable gears to move the small hand as the large hand is rotated. Relate the position of the hour hand to the movement of the minute hand.

Calendar

Ask the child to tell the day of the week and the date of the month each day. Ask one child to fill in or mark the classroom calendar. It will be easier for the child to learn the consecutive days of the week if there is a calendar in front of him and he has some drill every day. A puzzle showing the months in consecutive order will help the child understand the order of the months.

Money

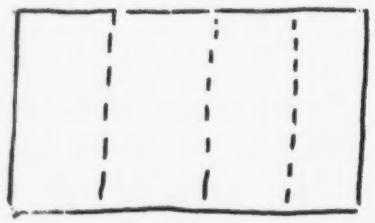
Introduce the names of the coins: penny, nickel, dime and quarter. Give the child practice in naming and recognizing these coins. Count pennies up to ten. Call five pennies, five cents and ten pennies, ten cents. Point out to the child that a nickel is five cents and a dime is ten cents.

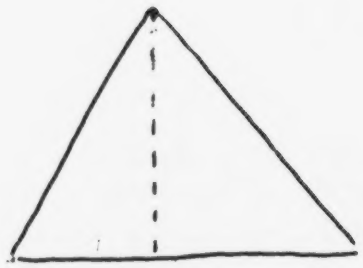
Practice counting combinations of one nickel and several pennies. Be sure that the child counts the larger coin first. Later, count values up to twenty-five cents using two, then three nickels with pennies. Finally, count a dime with pennies; two dimes with pennies; and one dime, one nickel and pennies.

Make change: one nickel equals five pennies; one dime equals ten pennies, two nickels or one nickel and five pennies. One quarter equals two dimes and one nickel or five nickels.

Fractional Parts

Make a life-size silhouette of each child and let each fold it in half vertically along the midline. Ask each child to color the left side the same color as the left footprints and the right side the same color as the right footprints (see readiness for footprint idea). Use this silhouette to develop the concept of half and to reinforce the concept of laterality. (See next page for illustration).





When the idea of half is familiar to the child, point out that many objects can be divided into two equal parts, vertically, horizontally or diagonally. The child should understand that there is no such thing as the "big half" or the "small half," that when an object is divided into halves there are two parts the same size. Let the child fold and cut paper geometric shapes into halves. When the child understands this concept, introduce fourths, then thirds.

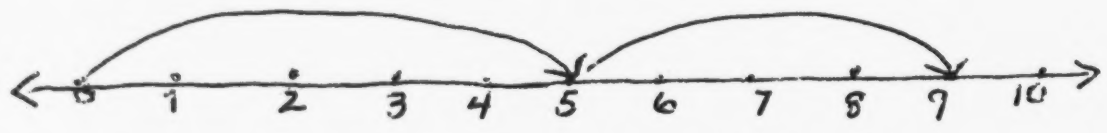
Number Line

Review the number line on the floor (see readiness). Put a set of objects on the table. Have the child count the objects and find the numeral on the counting line which represents the set. Add another object and ask the child to find the numeral for the new set. Add and remove objects to provide additional practice.

Construct an attractive number line at a convenient level for the child to manipulate. Attach colorful labels such as rockets to a stout cord or wire. The labels should be at least three or four inches high with large numerals on them. The number line should be tight enough for the child to show jumps forward and backward without pulling it down. Cup hooks or screweyes will secure the line tightly to a bulletin board or chalkboard. (See illustration).

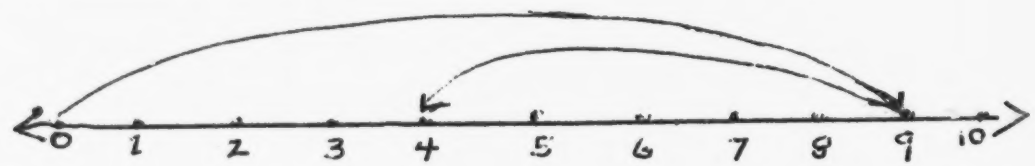
Put a long number line above the chalkboard and attach individual number lines to each child's desk. Demonstrate counting with an overhead projector, then let children practice. Give each child a paper with hectographed number lines. Ask him to fill in the missing numbers.

To teach addition with a number line ask the child to count off the number of spaces indicated by the addend, then mark off the number indicated by the second addend. The numeral at the point where he stops should represent the sum of the two addends.



5 + 4 = 9

To teach substraction, ask the child to count off the number of spaces indicated by the minuend, then count back (right to left) the number of spaces indicated by the subtrahend. The numeral at the point where he stops should represent the difference.



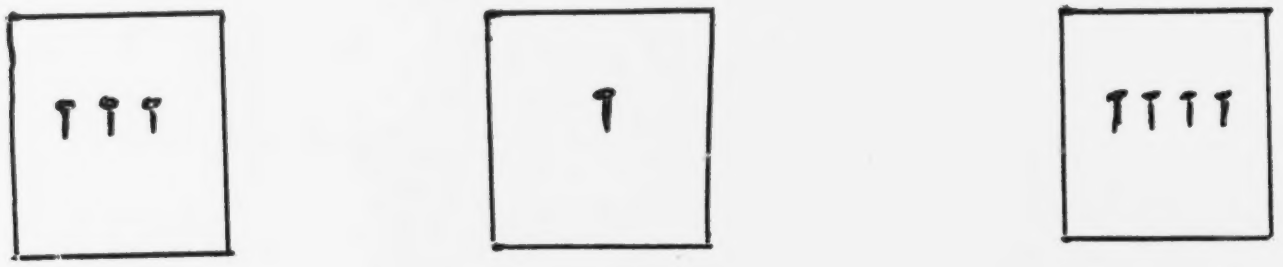
9 - 5 = 4

Greater Than and Less Than

Dictate two numbers less than twenty (not necessarily in order of value). Ask each child to write these numbers in the order in which they were called with a space between them. Then ask each to consult the number line to determine which is the greater and which is the lesser number. Ask each child to make an arrow (>) in the space between the numbers so that it points to the lesser one. Repeat a variety of numbers.

Addition--One More

Give each child three pieces of construction paper (one dark green, one white, and one light green). Ask each child to place a set of three pegs on his dark green paper and a set of one peg on his white paper. Ask: "If you had three pegs and your friend gave you one more, how many pegs would you have?" Ask each child to put the set of three and the set of one together on the light green paper and count to find out using a variety of small, manipulative objects and all possible number combinations below ten. After the child understands the concept of joining sets, begin to label each set with the correct numeral. Next, introduce the plus sign and the equal sign. Use flannelboard numerals and signs to "write" equations while joining sets.



Empty Set

Place a small set (one item for each child) on the table. Ask the group to count to find out how many items are in the set. Give an item to one child. Ask the group to count to find out how many are left. Give a second item to another child and repeat this procedure. Continue until all the items have been given away. Ask the group of children to describe the set on the table and introduce the term "empty set" to describe it. Find other empty sets around the room (empty glass, box, chair). Point out that we use the numeral zero (0) to show we have an empty set.

Subtraction--One Less

Give each child two pieces of construction paper of different colors such as red and blue. Ask each to place five pegs on his red paper. Bring out that the blue set is empty. Ask each child to take one peg from his red set and put it in his blue set. Ask: "How many pegs are left in the red set?" Return all the pegs to the red set. Ask the pupils to put two pegs on the blue set and tell how many are left in the red set.

Continue this procedure using sets of less than ten. After the child understands this process, begin to attach numerals to the sets. Be sure the child notes that he must change the numeral for the red set when he removes some of its members. Next, introduce the subtraction sign and show the child how to make equations as he manipulates the sets.

Place Value

Ask each child to count out ten pegs or sticks. Bind each child's set of ten with a rubber band. Then ask each child to count out another group of ten. Repeat this until each child has five bundles of ten. Then ask each to tell how many tens he has. Practice counting the tens as : one ten, two tens, three tens, etc. Point out that we call two tens twenty, three tens thirty, etc. Ask the child to count by tens touching a different bundle for each number he calls.

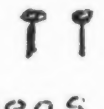
Place eleven pegs on the table. Ask a child to count the pegs. Ask the group, "Could anyone make a set of ten from these?" Let one child count out ten pegs. Bind them and place the bundle beside the single peg which was left. Ask a child to count the pegs saying ten while touching the bundle and eleven while touching the one. If the group understands this, add another peg and try to elicit "twelve." Continue up to nineteen. After each child has had ample practice, add more bundles of ten and count greater numbers.

10 pegs

1 peg

10 + 1 = 11

10 pegs



2 pegs

10 + 2 = 12

Two Digit Addition--No Regrouping

Place nine bundles of ten pegs and nine single pegs in front of the child. Ask him to count the pegs. Next, write a numeral such as 18 on the chalkboard. Ask the child to read the number, tell how many tens and how

many ones are in the number, and select the correct combination of pegs to represent it. Next, write a second numeral below the first and repeat this process. Ask the child to combine his single pegs to find out how many ones he has and his bundles to find out how many tens he has. When he has correctly counted the pegs, ask him to record the answer. Repeat this with various combinations which require no grouping.

Two Digit Subtraction--No Regrouping

Give each child nine bundles of ten pegs and nine single pegs. Write a numeral such as 26. Ask the child to read the number, tell how many tens and how many ones are in the number and select the correct combination of pegs to represent it. Write a second numeral such as 14 below the first. Ask the child to read the number and remove that number of pegs from the first set. Then ask the child to count to find out how many pegs are left in the original set. Repeat using number combinations which require no regrouping.

INTERMEDIATE

When the child can use most of the concepts on the primary level of mathematics he should be introduced to the intermediate level.

Place Value for three-digit and four-digit numbers.

If you wish to introduce 234 place two squares on the flannelboard in a set. Ask what numeral stands for the set, when the child responds correctly, place 200 beneath the set. Continue and display the numeral 30 for the 3 tens and the numeral 4 for the ones shown. Give opportunity for the children to tell you the numeral for the new set. After a child correctly identifies 234, show the equation 200 + 30 + 4 = 234.

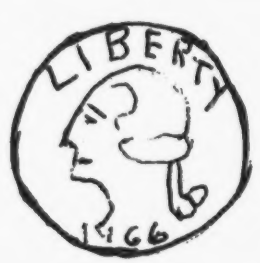
Review coins and money, add quarter, half-dollar and paper bills.

(A) Prepare a chart showing priced pictures of ball-gloves, balls, jewelery or make-up for girls. Fill several envelopes with picture coins and bills totaling not more than $3.00. Allow each child to select a toy then give each one an envelop. Ask each child to figure out if he has enough money to purchase his selection. Will he have money left? If so, how much?

(B) Review coins and money, etc. Never use play money if you can use real money.

Which Buys More?

Put an X in the set that will buy more.



or

or

or

Time

Review hour and half hour and add minutes.

Make a large clockface, on the outside of the face write 0, 5, 10, ... 55 by the appropriate numeral. Review counting by fives.

Stand-up game Draw several clock faces with the hands in a variety of positions. Allow the class to choose sides. When a student is shown a clock face and he responds with the correct time he remains standing, otherwise he must be seated. The group that remains standing longer is the winning group.

Roman Numerals through twelve (higher if the class is enjoying them)

Cut from felt, large capital letters to illustrate the numerals I through XII. Place the Roman Numerals on the flannelboard with the Arabic Numerals under them. Take away one or two of the numerals at a time and allow the children to produce on their paper the missing numeral.

Always remember that Roman Numerals take a lot of drill before the child can remember them.

Addition and Subtraction in word problems

Word problems should be centered around everyday situations, whenever possible.

(A) Sue had 18¢ when she went to the store. She spent 8¢ for a candy bar. How much did she have left?

(B) Bill was selling soft drinks. In the morning he sold 5 drinks, after lunch he sold 4 drinks. How many drinks did he sell all day?

Give the children numbers to work with and allow them to develop their own word problems from practical situations. They may then work the problems as a group.

Try re-grouping instead of teaching "carrying" in addition or "borrowing" in subtraction

Addition

$$\begin{array}{r} 64 \\ +18 \\ \hline \end{array} \quad = \quad \begin{array}{r} 60 + 4 \\ 10 + 8 \\ \hline 70 + 12 = 82 \end{array} \qquad \begin{array}{r} 64 \\ +18 \\ \hline 12 \\ 70 \\ \hline 82 \end{array}$$

Subtraction

$$\begin{array}{r} 64 \\ -18 \\ \hline \end{array} \quad = \quad \begin{array}{r} 60 + 4 = 50 + 14 \\ 10 + 8 = 10 + \ 8 \\ \hline 40 + \ 6 = 46 \end{array}$$

Odd and Even numbers

Make an addition matrix for odd and even numbers. Have children give examples of odd and even numbers, ask them to count by 2's starting first with 0 and then with 1. Ask them to fill in the missing numbers.

+	0	2	4	+	6	8	10	12
0								
2			6					
4								
6						14		
8								
10								
12								24

+	1	3	5	7	9	11	13
1							
3		9					
5				12			
7							
9						20	
11							
13							

Odd and Even Numbers (continued)

Have the child circle the correct answer.
(1) The numbers 1, 3, 5, 7. ..are (odd, even).

(2) The numbers 2, 4, 6, 8. ..are (odd, even).

Addition and Subtraction three and four-digit numbers.

In order to develop new interest in addition and subtraction use a regional or state map. Allow children to mark large cities and the distance between certain cities. e.g. "Lois went from Tulsa to Oklahoma City. How many miles did she travel? How many miles did she travel on the round trip?" Furnish a variety of addition and subtraction experiences using children's background and interests.

Multiplication

Display sets of blocks or square beads for the children to examine. Ask the children how many sets there are, then ask how many total blocks/beads there are? Develop the idea that 3 sets of 2 blocks = 6.

A multiplication chart can be developed just as the odd-even number chart, see preceeding page.

Multiplication with the pegboard is a method which can offer variety. Teach the child to have as many pegs in each row as he is multiplying by. Then put pegs in as many rows as the number he is multiplying. The answer is the total number of pegs.

New Fractions

Reinforce the fractions presented in the primary unit. Always use practical situations when introducing new fractions.

Use fractional parts in making cake from mix; 1/2 cup water; 1 cup powdered sugar for frosting. 2/3 cup chopped nuts.

Display a set of concrete objects to demonstrate fifths or any other fractions. Show cutouts of 5 basketball players. Point to one player and explain that he makes 1/5 of the team. Then explain that the other players make up 4/5 of the team. Continue the concepts as long as the class is understanding and enjoying them.

Use coins to show that 2 quarters make a half dollar. There are 4 quarters in a $1.00. 1/4 of a $1.00 is 25¢.

Thermometer - linear measure - liquid measure

The use of the thermometer may be taught in math or science, or both, a good introduction time is when the temperature changes abruptly.

Arouse children's interest by using commercial or teacher-made Fahrenheit thermometer with movable colored elastic for mercury column. Have children observe where freezing begins; a comfortable room temperature, (compare to room thermometer), how high the thermometer might go in the summer; at what temperature the mercury column might fall in the winter if the room was unheated. Equate thermometer changes with seasonal changes.

Demonstrate how real thermometer goes up and down by using a pan of ice cubes and a pan of warm water.

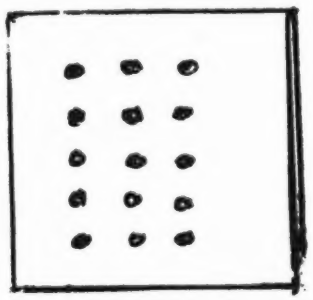
Linear measure: Inch, foot, yard, should be introduced through manipulative activities. Allow children to measure themselves and their friends. Record their height in feet and inches. They may also measure the room, the desks or the bulletin boards.

Liquid measure: Provide experiences with liquid measure by allowing children to use the cup, pint, quart and gallon to measure water. Let the children discover that 2 units of water fills a quart container, etc. Use food coloring to make the water easy to see in a clear plastic container.

Division

Introduce division after the child has a fairly good understanding of multiplication. Separate the class into groups of three or four per group. Give the students 8 counters per group such as bottlecaps. Ask one group to make 4 rows from their bottlecaps. Develop the concept that 8 divided by 4 = 2. Ask the other group to make 2 rows from their bottlecaps, then ask how many are in each row. Develop the concept that 8 divided by 2 equals 4.

Division with pegs: Teach the child that the number he is dividing by tells him how many pegs to put in each row. Then put in the pegboard the number of pegs he is dividing into. The answer is the number of pegs in each column.



15 ÷ 3 = 5

When the child becomes quite adept at using the pegs and pegboard, he begins to discard the pegs and to use only the holes in the pegboard as his aid. Eventually, he should learn the multiplication and division facts because of using the pegboard so often.

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The Number System

Meaning of Plus and Minus

Filmstrips (Instructional Media, E.S.C.)

Using Number Series: Counting to 5

Counting to 10

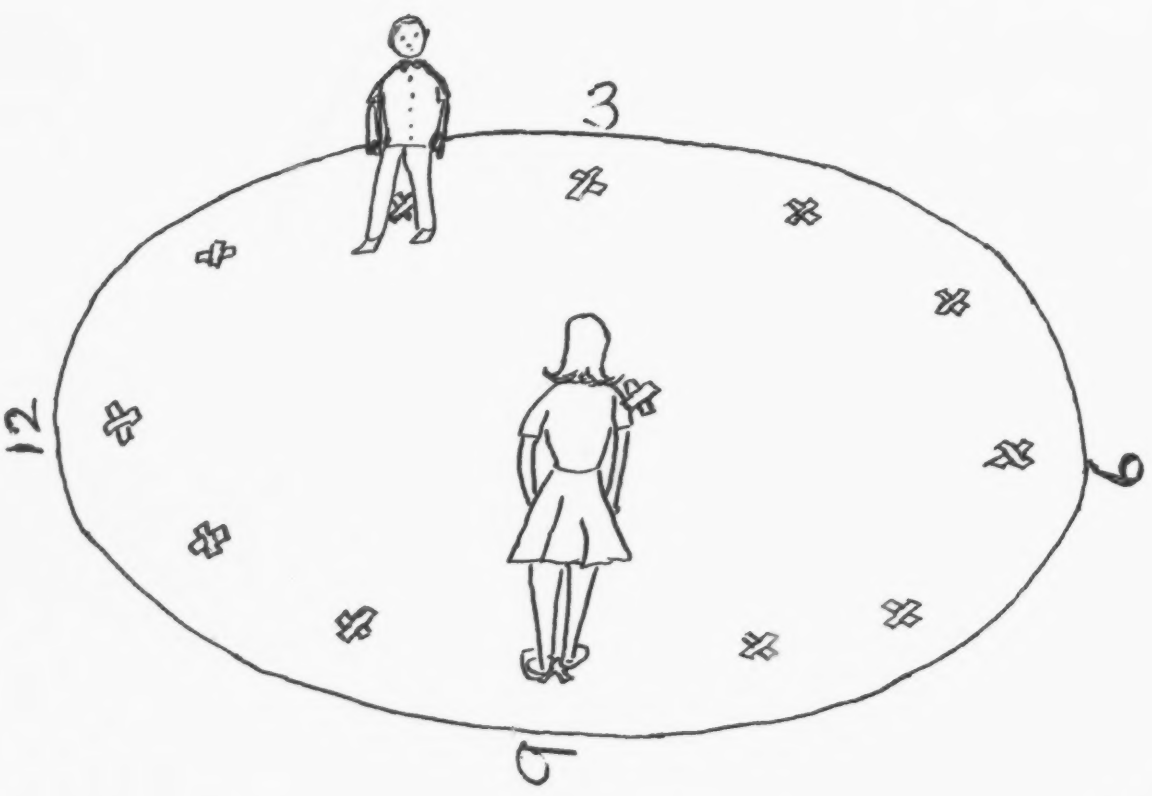
Counting from 10 to 15

Counting from 15 to 20

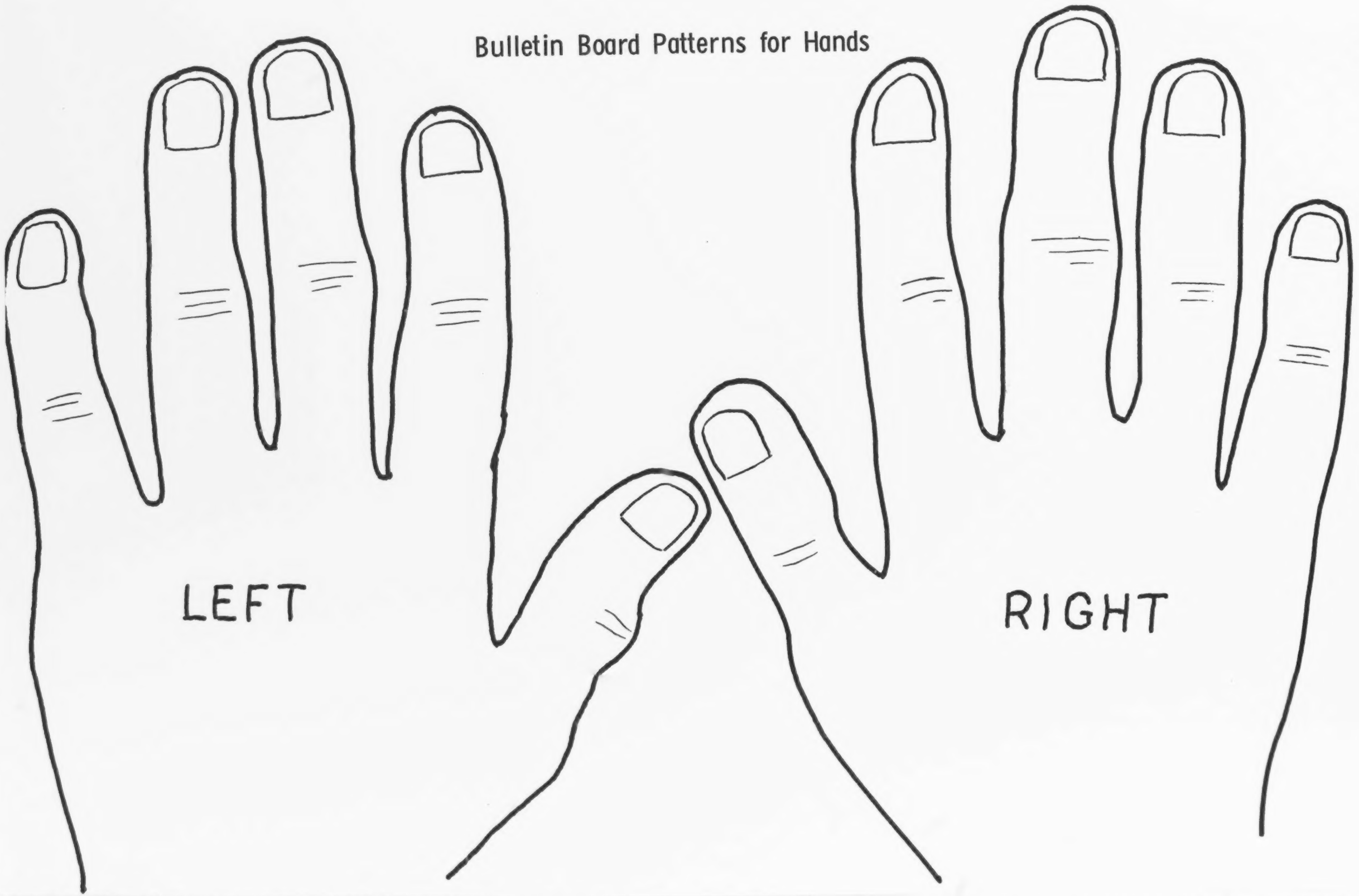
Counting from 20 to 40

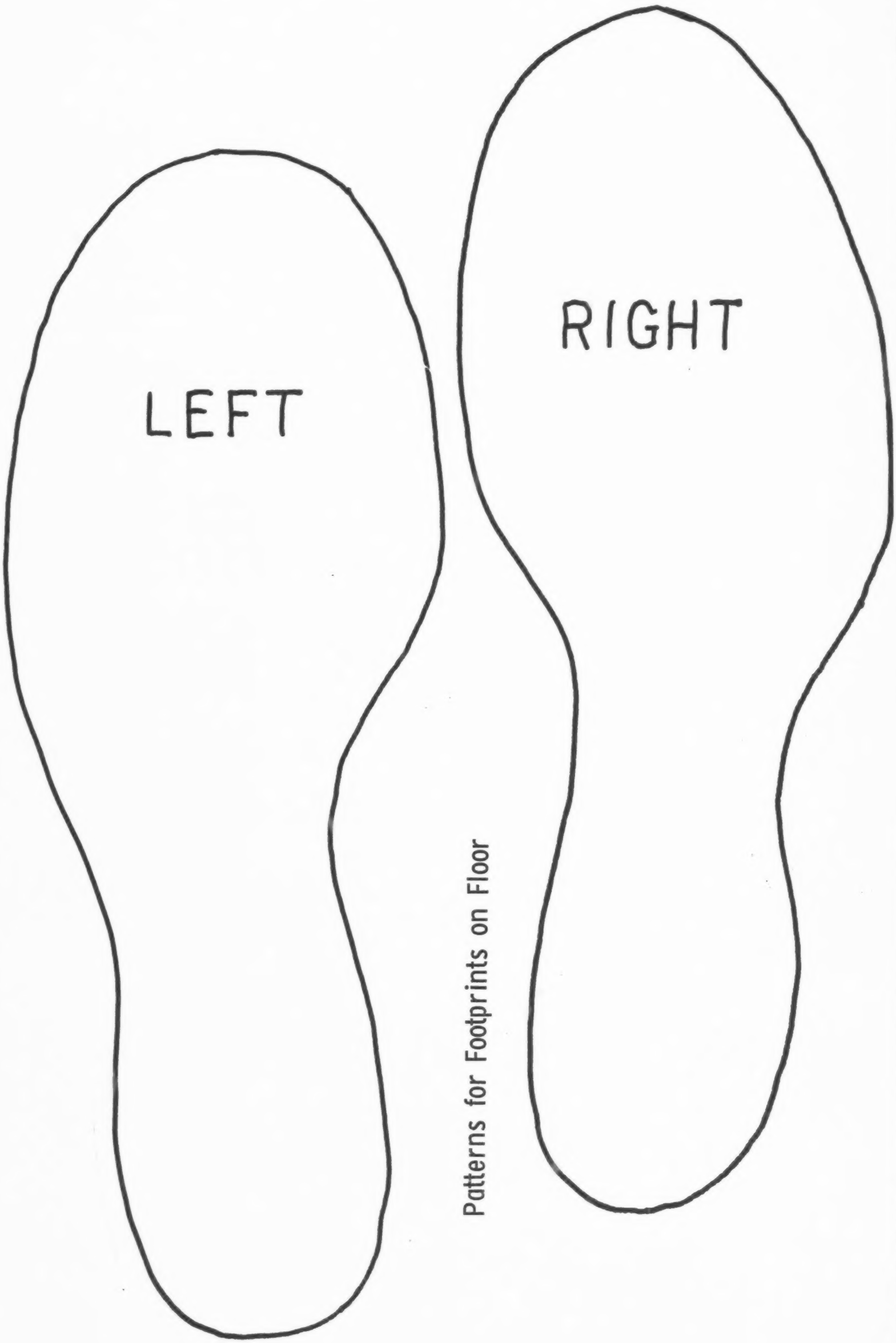
Counting from 40 to 100

School floor



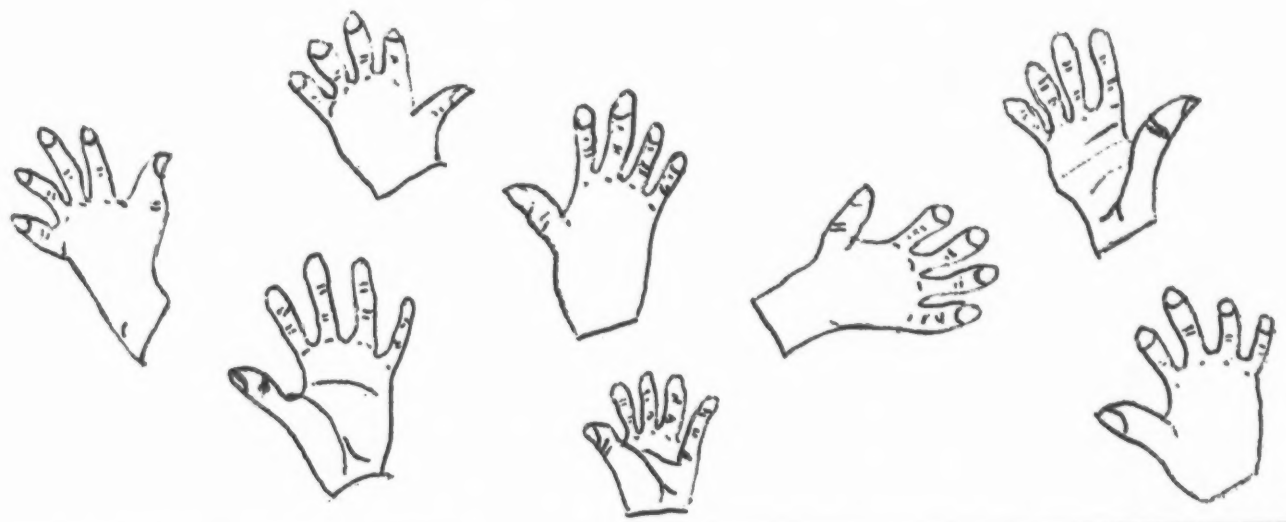
Bulletin Board Patterns for Hands





Patterns for Footprints on Floor

Bulletin Board



Floor

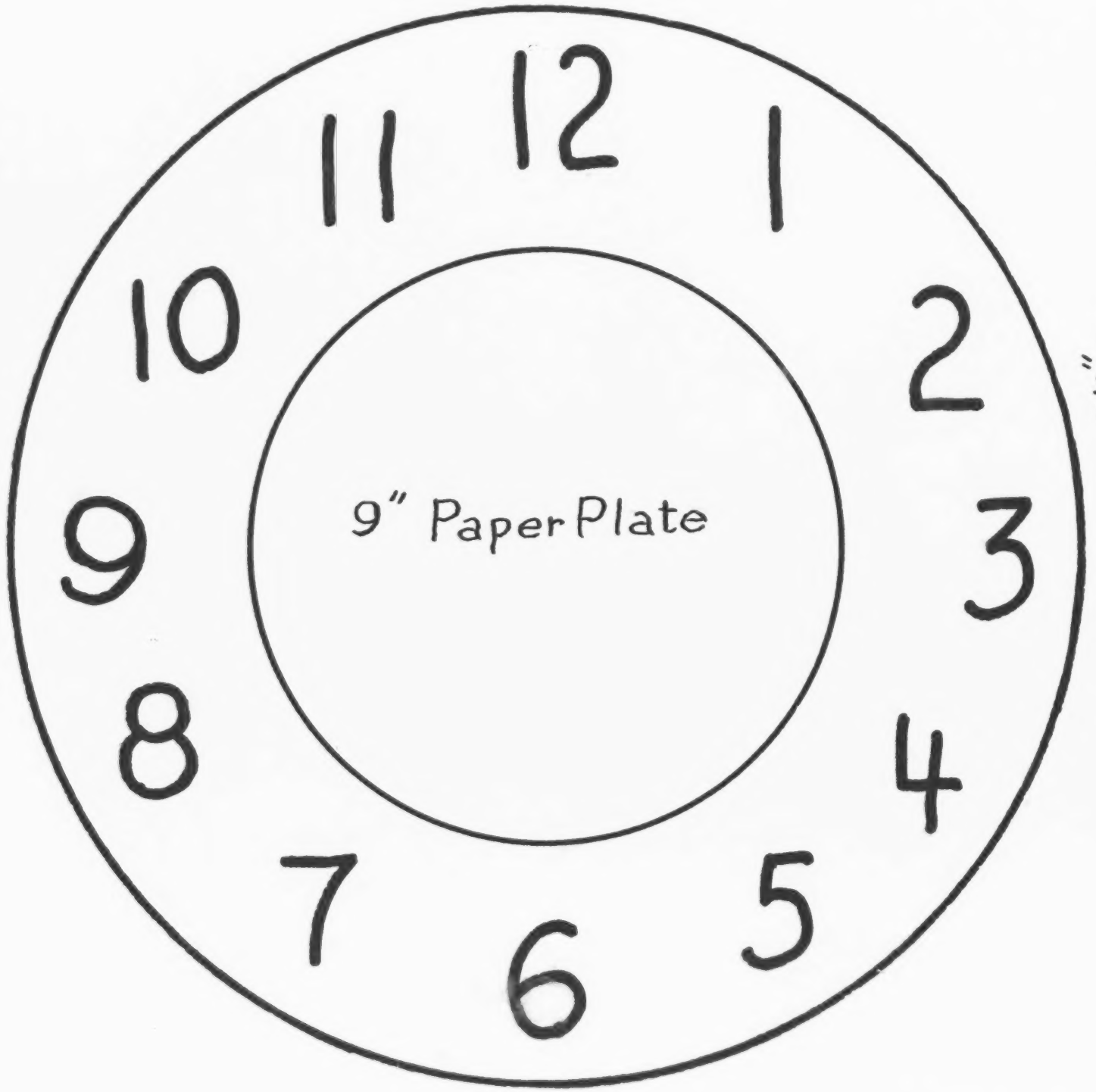
blue

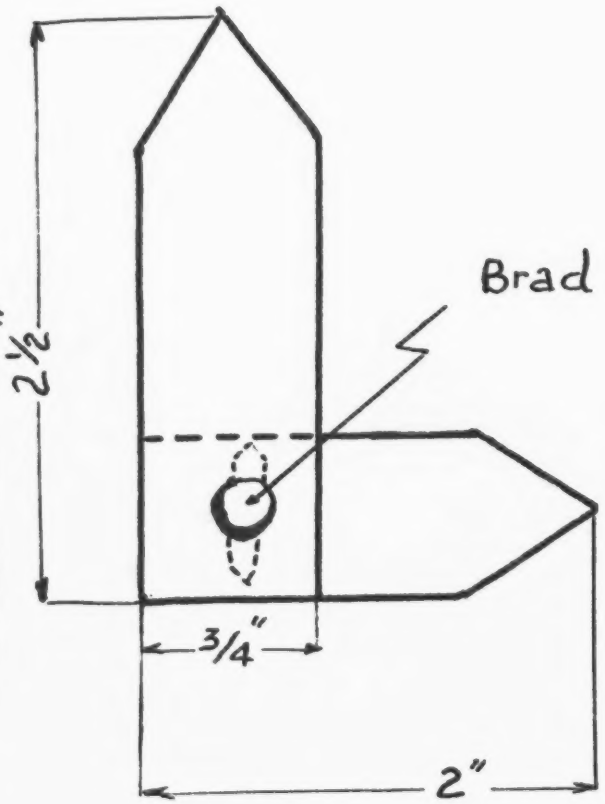
blue

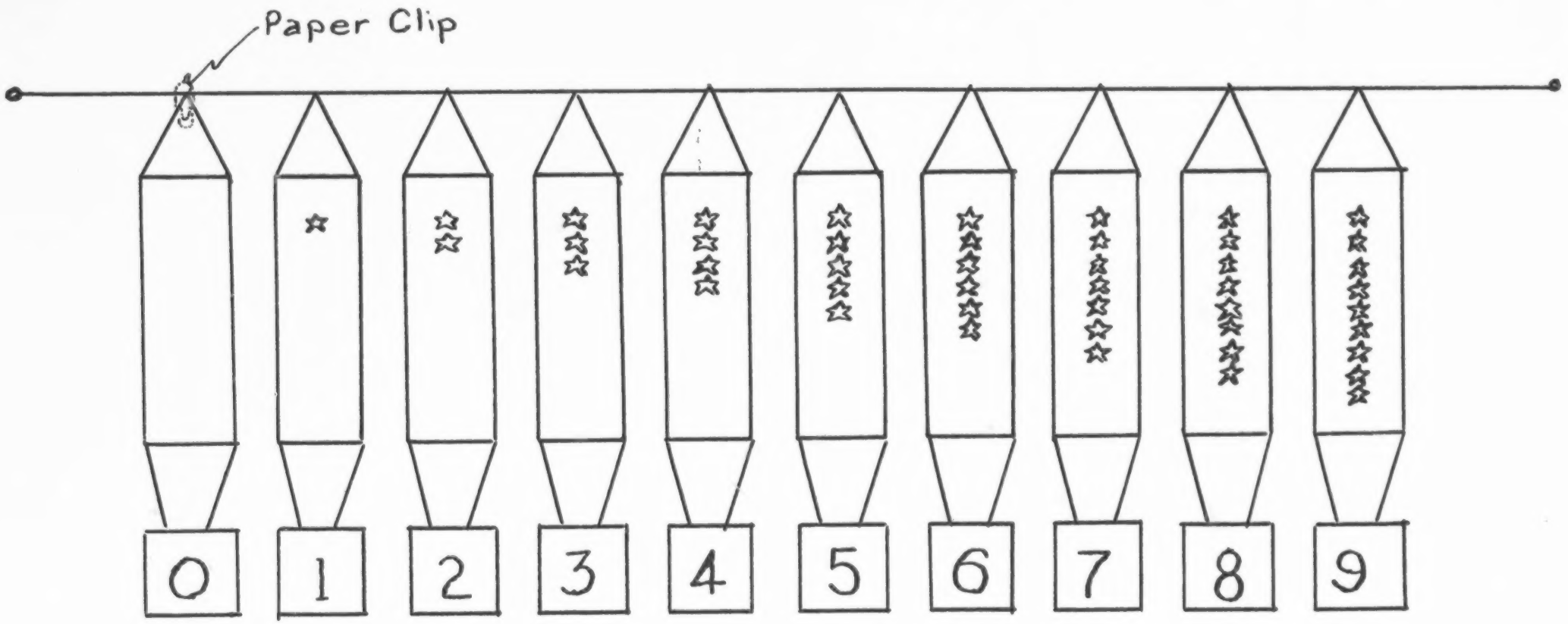
red

red

red


12
1
2
3
4
5
6
7
8
9
10
11
9" Paper Plate


Brad
2½"
3/4"
2"



Rocket Number Line

ADDITION CHART

+	0	1	2	3	4	5	6	7	8	9
0		1					6			
1			3							
2						7				
3		4						10		
4										
5										14
6										
7						12				
8		9								
9										

PHYSICAL EDUCATION

AND

PERCEPTUAL-MOTOR TRAINING ACTIVITIES

Introduction to the Teaching of Gross-Motor Skills and Development of Perceptual-Motor Skills

This section of your guide contains two parts. The first consists of suggested activities to be used in teaching gross-motor skills. The second includes suggestions for helping the child develop adequate perceptual-motor skills. The placement of these two topics together reflects the belief that they form a continuum of skills which are necessary for school success. Gross-motor skills are the foundation upon which subsequent learning is built. Adequate perceptual-motor functioning is essential to success in academic areas. Within this context physical education serves a dual purpose. It becomes a means of facilitating intellectual growth and it serves to build physical strength, endurance and agility.

Physical education can be especially valuable for retarded children because it offers them opportunities to achieve and to interact with their peers. However, before these children can succeed most must be taught specific developmental skills which normal children learn incidentally. Sequence and repetition are the keys to success. Because of the need for sequence, it is helpful to evaluate each child to determine his level of skills development and to plan a program designed to meet his needs. Simple screening devices, such as those found in this section, will be sufficient in evaluating most children. The need for repetition can be met by scheduling daily activities and by integrating appropriate activities with reading, math or unit work whenever possible.

In teaching gross-motor or perceptual-motor skills to retarded children it is often necessary to break down a single skill into several steps and to teach each step separately before putting them together. It may be necessary to "walk through" an activity with a child or even to move his arms or legs for him. Don't be afraid to help a child in this manner but encourage him to function independently whenever possible. The following five steps may be helpful in enabling the child to become more independent.

1. Guide the child through the activity.

2. Touch the child but do not guide him.

3. Demonstrate the activity in front of the child and let him imitate your actions.

4. Require the child to respond to verbal commands.

5. Require the child to respond to an abstract stimulus such as a whistle, bell or flag.

Retarded children perform better in individual activities than they do in team games. They tend to have difficulty understanding directions and making the judgments which are necessary in team games. For this reason it is wise to stress activities which allow the children to perform individually and to keep the directions as simple as possible.

GENERAL TEACHING SUGGESTIONS [1]

1. Begin with familiar skills which have already been learned.
2. In teaching a new skill, break the skill down into components and teach them first.
3. Provide for a great deal of practice.
4. Remember that slow students must often be taught skills which more capable students learn independently.
5. Teach new skills in the first part of the period when students are not tired.
6. Use brief, simple directions. Use concrete examples and/or demonstrations whenever possible.
7. Be sure that students understand what they are to do before they begin to practice.
8. Supervise practice closely until students are able to perform the skill correctly.
9. Provide for continued supervision by grouping with more capable students.
10. Teach a variety of activities which require the same skill(s).
11. Take part in activities and try to keep all students involved.
12. Give the children goals in which they can have some measure of success, and use praise as often as possible.

1. Stein, Julian U. "The Potential of Physical Activity for the Mentally Retarded Child." Journal of Health-Physical Education-Recreation. April, 1966, p. 27.

GROSS-MOTOR SKILLS AND GAMES

GROSS-MOTOR SKILLS PROFICIENCY RECORD

Name_____ Age_____

Roll a ball between partner's legs.					
Roll a ball against the wall and catch it.					
Bounce and catch a ball with a partner.					
Bounce a ball with either hand.					
Bounce a ball while running.					
Bounce a ball around several objects.					
Catch a utility ball from a throw ten feet away.					
Catch a nine inch ball from twenty feet away.					
Catch a softball.					
Catch a bouncing softball.					
Throw a ball with an underhand toss.					
Throw a ball with a chest pass.					
Throw a ball or beanbag into a waste basket.					
Throw a ball twenty feet.					
Throw a softball sixty feet.					
Kick a stationary ball.					
Kick a rolling ball.					
Run and kick a rolling ball.					
Kick a ball twenty feet.					
Hit a ball off a batting tee.					
Hit a thrown ball.					
Hit a volleyball with an underhand hit.					
Hit a volleyball with an overhand hit.					
Serve a volleyball.					

BEANBAG SKILLS

Using an underhand toss, throw a beanbag to a partner.

Using an underhand toss, throw a beanbag into the air and catch it. Gradually toss it higher.

Toss a beanbag into the air, clap hands together and catch the beanbag.

Toss a beanbag so it lands in a circle on the floor 8 or 10 feet away.

Toss a beanbag into a waste basket.

Using two beanbags, toss one beanbag to partner and catch the beanbag partner has thrown.

Using two beanbags, throw a beanbag at a small target: bowling pin on a chair.

Throw a beanbag with an overhand throw to a partner.

Throw a beanbag as far as possible. Run and pick it up.

Toss the beanbag into the air, turn around and catch it.

Throw a beanbag so it lands in a circle 20 feet distant.

Throw a beanbag at a target 15 feet away.

Teaching Suggestions

A beanbag or stuffed stocking is easier to catch and throw than a ball, therefore it is wise to begin practice in throwing and catching with a beanbag. It will also provide more practice in throwing and catching since a missed beanbag does not roll away.

Beginning players will usually use two hands. Do not be too concerned with the mechanics of the throw at first, but emphasize catching with both hands and let them become familiar with the beanbag and the action.

After some experience, most children will begin to continually use a dominant hand instead of both hands. When the majority of the participants are using one hand, emphasize correct stance and action.

Beanbag Skill Games

Kitten in a Basket

Formation: Semi-circle at the starting line. Place a waste basket or box six feet in front of each team.

Equipment: Five stuffed stockings (kittens) and one box or waste basket for each team.

Number of Players: 5 or 6 on each team

How to Play: Each child is given five consecutive throws at the basket. Each time the kitten lands in the basket the children all repeat together, "One kitten in the basket" or "Two kittens in the basket". After each player completes his last throw he collects the kittens, gives them to the next player, and returns to his position in the semi-circle. The player or team with the highest number of kittens in the basket wins. As skill improves increase the distance or make the basket smaller.

Kitten on the Fence

Formation: A column formation behind the throwing line.

Equipment: A stool or balance beam with a stuffed stocking or stuffed kitten on it. One beanbag for each player.

Number of Players: 5 or 6 in each group

How to Play: Each child is given one throw at the kitten. If he succeeds in knocking the kitten off the fence, he runs up and places it back on the fence and returns with his beanbag. Each child must run up, get his beanbag and return to the end of the column before the next player may throw. The child or the team with the most hits wins the game. To simplify the game one kitten for each child may be placed on the fence. The beanbags may stay until the game is over to avoid confusion.

BALL ACTIVITIES

Reach up high while holding the ball.

Hold the ball at arms length and twist from side to side.

Place a ball by the toes and pick it up.

Roll a ball around the feet.

Make a figure eight by rolling a ball in and out between feet.

Run while carrying the ball.

Sit-up while a ball is held in different positions.

Jump over a stationary ball.

Rolling Activities

Two-Hand Front Roll (sitting): Partners sit on the floor and roll the ball back and forth using both hands to push and catch the ball.

Two-Hand Front Roll (standing): Partners roll the balls back and forth while in a standing position. The ball should be held with the fingertips, one hand on each side of the ball. The backswing goes between the legs. The action is forward toward the partner releasing the ball near the floor. Follow through toward the partner.

Two-Hand Side Roll (right side): Standing with the left foot forward in a front stride position. The ball is held in both hands. The ball is brought back on the right side and forward toward the partner releasing the ball near the floor.

Two-Hand Side Roll (left side): Standing with the right foot forward in front stride position. The ball is brought back on the left side and forward toward the partner releasing the ball near the floor.

How to Play: One child is chosen to be "it" for each group. He assumes a position fifteen feet in front of the group. "It" rolls the ball toward the children, and, at the same time, calls the name of one of his group. The called player runs forward and catches the ball in front of the group. After catching the ball, the called player rolls the ball back to "It." The game continues until all the childrens' names have been called by "It," or until the teacher designates a time limit. Each child is given an opportunity to be "It." The teacher should be "It" until the children understand the game.

Circle Ball

Formation: Single circle with children facing the center. Number of Players: 8-12

Equipment: Utility ball (9 or 13 inch)

How to Play: Players take a kneeling or stooping position in the circle. To start the game, the teacher rolls a ball into the circle. When the ball rolls to a player, he stops it and tries to roll it between two other circle players. If the ball rolls out of the circle, the player who rolled the ball stands and performs a stunt related to the classroom activity of the day. Integrate the subject matter in the classroom such as a rhyme or chant to reinforce learning and encourage verbalization.

King's Guard

Formation: Single circle with children facing the center. Number of Players: 8-12

Equipment: Utility ball (9 or 13 inch) and one bowling pin

How to Play: Place the bowling pin in the center of the circle. One child is chosen to be the "king's guard." Circle players roll the ball and attempt to knock down the bowling pin while the "king's guard" tries to prevent the ball from hitting the "king pin." "King's guard" may stop the ball by blocking it with his legs or catching it. If the "king's guard" accidently knocks down the "king pin" or the ball knocks down the "king pin," the circle player who last threw the ball becomes the "king's guard."

A circle drawn on the floor for the pin will help to keep it centered. A circle on the floor for the circle player will help them maintain the proper size of circle.

Sequence of Skills

One-Hand Roll

While sitting with the legs spread sideways, roll the ball to a partner.

While seated, roll the ball against the wall.

While standing, roll the ball forward, run after and stop it.

Roll the ball through a partner's legs or at a partner's foot.

Roll the ball along a painted line, roll the ball into a box.

Roll the ball at a pin 6 to 15 feet away.

Place left foot forward, knees bent, hold the ball in the right hand in front of the body. Swing the arm backward and forward stepping with the left foot as the ball comes forward. Release the ball near the ground and follow-through toward the target.

Roll the ball backwards through the legs.

Two-hand side roll on right side, then on left side.

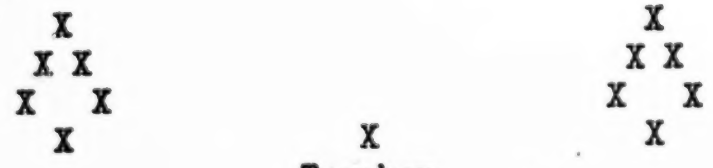
Roll the ball, run and jump over it.

Roll the ball for distance.

Rolling Skill Games

Roll Call

Formation: Fan Formation



Equipment: Utility ball (9 or 13 inches)

No. of Players: 4 to 6 in each group

BOUNCING ACTIVITIES

Two-Hand Bounce: Hold the ball in the fingertips. Extend the arms downward and slightly forward and push the ball with the fingertips. The hands meet the ball on the rebound and give with the ball as it comes up. The fingertips serve as a cushion as the ball rebounds and is pushed down.

One-Hand Bounce: Hold the ball in the left hand with the right hand on top of the ball. The weight is on both feet with the knees slightly bent. Extend the forearm downward and slightly forward and push the ball toward the floor with the fingertips. As the ball rebounds the fingertips, wrist and elbow give. The cushion is ready to rebound the ball back to the floor.

Sequence of Skills

Using two hands, bounce the ball to yourself and catch it. Using two hands, bounce the ball two or three times and catch it. Using two hands, bounce the ball to a partner. Still using both hands bounce the ball hard and catch it as it comes down.

Bounce the ball with one hand. Bounce the ball with the other hand. Bounce the ball several times with one hand.

Bounce the ball several times using one hand and two hands alternately.

Bounce the ball while walking. Bounce the ball while running.

Bounce the ball, clap the hands and catch the ball. Bounce the ball in rhythm.

Bounce the ball, turn around and catch the ball. Bounce the ball in a circle so it rebounds to a partner. Bounce the ball in a target several several times. (Hopscotch maze)

BOUNCING SKILL GAMES

Circle Bounce Ball

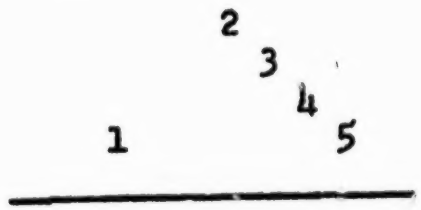
Formation: Single circle with the children facing the center. No. of players: 6 to 12

Equipment: Utility ball (9 or 13 inch)

How to Play: One child is chosen to be in the center of the circle. The center player calls the name of a player in the circle and bounces the ball to that player. He returns it with a bounce pass. The center player continues to bounce the ball around the circle until all circle players have had a turn. After completing his turn in the circle, the circle player chooses a new center player. All players should have a turn in the center of the circle. Two balls and two center players maybe used for more advanced children.

Number Bounce

Formation: Single column behind the starting line. No. of players. 4 to 8
Equipment: Utility ball (9 or 13 inch)



Starting line

How to Play: The first player in the column walks to circle one, bounces the ball once, catches the ball and walks to circle two, and bounces the ball twice. He continues through all five circles. The second player begins when the first player finishes. The first player goes to the end of the column. Play continues until all children have finished the maze. The children who complete the maze without a mistake write their names on the blackboard, or lead the class in a rhyme or song. The children should help the performer count in each square.

Target Bouncing

Formation: Single circle with children facing the center. No. of players. 6 to 12 in each group.
Equipment: Utility ball (9 or 13 inch)

How to Play: A three foot circle is drawn in the center of each circle of children. The children in the circle attempt to bounce the ball in the center circle on the floor. One point is earned each time the ball lands in the center circle. The group with the most points after a designated time limit wins. Points can be counted for each child rather than group competition. The group could compete against itself by attempting to improve the group score each time the game is played.

CATCHING ACTIVITIES

Catching with arms and body: The arms are held in front of the body in a partially bent position. The fingers are spread and curved. The arms and body make a "basket". As the ball comes, line up with the ball so it lands in the "basket." Give with all parts of the body and bring the ball to the body as it is caught.

Catching with hands and body: The hands are cupped with the palms up. The fingers are spread and the arms partially extended. Grasp the ball with the hands and pull the ball to the body. Give with the ball as it is caught. The ball remains largely in the hands.

Catching with hands: The fingers are curved and alightly relaxed. The hands and arms extend to meet the ball. Give with the ball as it is caught. If the ball is chest high or higher, the thumbs are together, the fingers spread and the palms are turned away from the body. If the ball is waist high or below, the little fingers are together with the palms up.

With the arms and body, catch a simple toss from a partner. Toss the ball to yourself and catch it with the arms and body.

Using the hands and body catch a toss from a partner. Using the hand catch a toss from a partner.

Toss the ball high and catch the ball after it bounces. Catch a toss with the hands.

Catch a bouncing ball. Catch a long pass. Catch a pass while moving.

Catching Skill Games

Circle Pass

Formation: A single circle with the children facing away from the circle. No. of players: 6 to 10.

Equipment: A utility ball (9 or 13 inch)

How to play: Each child faces away from the circle. The player with the ball passes the ball to the player on his right. After catching the ball, each player faces the player on his right and passes the ball to the next player. Play continues until the ball reaches the starting point. Change direction after completing the circle. Time the group and try to improve the length of time it takes the group to complete the circle.

Circle Call Ball

Formation: A single circle with children facing the center. No. of players: 10 to 12.

Equipment: A utility ball (9 or 13 inch)

How to play: One child is chosen to be the "it." "It" tosses the ball in the air and simultaneously calls the name of a circle player. The circle player must catch the ball while it is in the circle. If the circle player catches the ball, he becomes "it." If the circle player fails to catch the ball, "it" remains in the circle and calls another name as he tosses the ball. As the players improve their catching ability, require them to catch it after one or two bounces. The children may need help to remember the names of all the other children.

THROWING ACTIVITIES

Two-Hand Underhand Throw(Toss)
Two-Hand Side Throw
Two-Hand Chest Throw
One-Hand Shoulder Throw
Underhand Throw - Overhand Throw

Sequence of Skills

Two-hand underhand throw to partner. Two-hand underhand throw to self. Underhand throw into a box 6 feet away.

Underhand throw at a target on the wall 6 to 15 feet away. Underhand throw into the air, clap hands and catch. Underhand throw into air, turn around and catch.

Two-hand side throw on right side to partner. Two-hand side throw on left side to partner. Two-hand chest throw to partner.

One-hand shoulder throw to partner. Underhand throw to partner. Overhand throw to partner.

Throw to wall and catch the ball. Count the number of consecutive throws and catches without an error. Throw at a target on the wall.

Throwing Skill Games

Circle Toss Ball

Formation: A single circle with the children facing the center of the circle. No. of Players: 6 to 10

Equipment: A utility ball

How to play: The ball is tossed across the circle from child to child. Encourage throws across the circle rather than around the circle. Count the number of passes without a miss. The count begins over after each miss. Keep a record of the group's performance and try to improve their score each time the game is played.

Hit The Star

Formation: A column behind the throwing line. No. of Players: 5 to 6

Equipment: A utility ball and a star wall target

How to play: Each child is given one throw at the target each turn. Each time a child hits the star he is given a star to paste by his name on the achievement chart. Each child should have at least three tries before the game ends.

One Base Throw

Formation: One person with the ball at home base while the rest of the class is in the field around first base, 15 to 20 feet from home base.

Equipment: A utility ball and two bases. No. of Players: 6 to 10

How to play: The player at home base throws the ball with a two-hand side throw into the playing area and runs to first base and back home. The players in the field attempt to get the ball and run home with it before the runner returns home. If the fielder tags home base before the runner returns home, the runner becomes a fielder. A fielder, who has not had a turn, becomes the thrower at home base.

One Man Dodge Ball

Formation: A single circle with the children facing the center of the circle. No. of players: 6 to 10.

Equipment: One utility ball

How to play: One player is selected to be "it." He assumes a position in the center of the circle. The players in the circle attempt to hit "it" below the waist. If the circle player is successful and hits "it," the circle player then becomes "it." After the children become familiar with the game, count the number of throws the circle player requires to hit "it."

KICKING ACTIVITIES

Kicking a stationary ball: Stand with the left foot to the side of the ball. The right leg is in back and up with the toes pointing down. Swing the right leg downward and forward and contact the ball with the instep. Follow-through forward after contact is made.

Kicking a moving ball: The foot is placed near the ball as it hits the floor or at the desired contact point. Weight is placed on the left foot. The right leg makes contact with the ball right after the left foot is placed. Contact the ball with the instep and follow-through.

Punting

The ball is held by both hands. The arms are extended and parallel to the ground. Step forward left, right, left. Bring the right leg forward as the ball is released. Extend the kicking leg and contact the ball on the top of the foot. Follow-through upward.

Sequence of Skills

Kick a stationary ball. Kick a stationary ball at a target. Kick a stationary ball for distance.

Kick a moving ball. Kick a moving ball at a target. Kick a moving ball for distance.

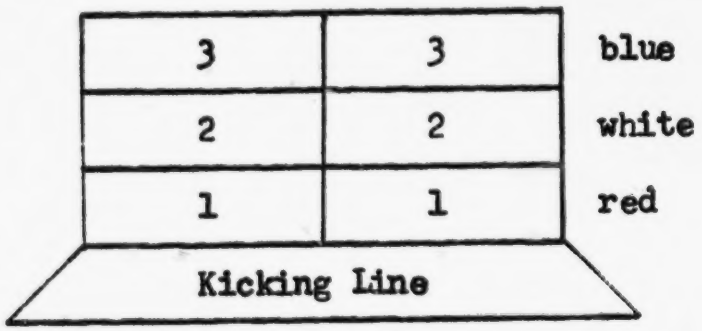
Kick the ball with the inside of the foot. Kick the ball with the outside of the foot.

Punt a round ball. Punt a football.

Kicking Games

Target Kicking

Formation: One column behind the kicking line. Kicking line is 20 feet from target.



Equipment: Soccer or utility ball

No. of players: 4 to 6 in each group.

How to play: The first child in the column places the ball on the kicking line and kicks the stationary ball to the target. A ball hitting the red area is one point, the white area is two points, and the blue area is three points. Each child records his score on the blackboard. Each child is given five kicks. The child with the highest total is the winner.

One-Base Kickball

Formation: Children lined up behind home plate with several children in the field.

Equipment: One home plate, one base, one kickball.

No. of players: 6 to 12

How to play: Have all the children run from home plate to first base to establish the running path. The first player kicks a ball rolled by the pitcher and runs to first base where he remains until the next player kicks the ball. The second player kicks the ball and runs to first base while the runner on first runs home. The player can be put out by touching the base with the ball or with the foot while in possession of the ball before the base-runner reaches the base. After his turn at "bat" each player goes to the end of the line at home base.

HITTING ACTIVITIES

Two-Hand Underhand Hit
One-Hand Underhand Hit
One-Hand Side Arm Hit

Sequence of Skills

Bounce the ball, then hit it upward. Hit a ball tossed from a partner.

With a partner, consecutively hit the ball allowing only one bounce between hits. Throw the ball against the wall and hit the return with an underhand hit.

Count consecutive underhand hits with a partner - no bounces allowed. While volleying with a partner, hit the ball so it lands in a large circle.

Play two square-four square

Sidearm Hit: Hit for distance. Hit over a net at variable heights. Play tether ball.

Hitting Skill Games

Two Square

Formation: One child in each square. No. of players: Two for each game maze.

Equipment: One utility ball for each two children.

How to Play: Each child stands just inside the endline of one square. One player serves the ball by bouncing the ball and hitting it underhand into the opposite square. If the opposing player fails to return the ball with an underhand hit, the serving player gets a point. After the service the ball continues in play until one player fails to return the ball so it lands in the opposite square. If the serving player fails to return the ball, the opponents is awarded one point and the service. Play continues until one player gains 15 points. The ball must be hit upward.

Four Square

Formation: One child in each square. No. of players: Four for each game maze.

Equipment: One utility ball for each four players.

How to Play: Player D serves the ball by bouncing the ball and hitting it from behind the serving line into any one of the other three squares. The player in the square into which the ball was served must return the ball after the ball has bounced once. Play continues until a foul is committed. The player committing the foul moves to square D and everyone below him moves one square toward A. The ball must be hit upward so it lands within an opponents square. Other fouls are causing the ball to touch a line, contacting the ball with any part of the body other than the hands and forearms, holding or throwing the ball, not returning the ball after one bounce, hitting the ball with the closed fist, and causing the ball to go out of bounds.

Tetherball

Formation: A tetherball court. No. of players: Two

Equipment: Tetherball, rope $7\frac{1}{2}$ feet long, and a pole 10 feet long with a line 5 feet from the ground.

How to Play: One player stands in each half of the circle. One player starts the game by throwing the ball into the air and hitting it with the hand or fist in the direction he chooses. The opposing player must let the ball pass him once. He must hit the ball in the opposite direction on the second swing around the pole. The player who winds the ball around the pole above the five foot line is the winner.

BATTING

Stand with the left side toward the pitcher. Spread the legs comfortably. Grip the bat with the left hand near the end of the bat and the right hand touching the left hand. Elbows are bent and away from the body. Weight evenly distributed. Swing the bat parallel to the ground. Keep eyes on the ball. As the bat swings forward, push on rear leg for more power. Follow-through with the bat swinging around the left side as the weight transfers to the left foot.

Sequence of Skills

Hit a stationary ball off a batting tee. Hit a ball pitched underhand. Hit a ball pitched overhand.

Softball Skill Games

Five Pitches

Formation: Participants stand with both feet touching a line which is pitching distance away from the target.

Equipment: One softball for every two children, and a wall target 18 inches wide and 32 inches high, with the lower edge 16 inches from the floor.

No. of Players: 2 for each target.

How to play: One player stands on a line pitching distance away from the target. He throws the ball with an underhand pitch at the target on the wall. Each player is given five pitches at the target. One point is given for each ball which lands in the strike zone or target. The second player stands near the target and returns the ball to the pitcher. After five pitches the participants change positions.

PERCEPTUAL-MOTOR TRAINING ACTIVITIES

Perceptual-Motor Test

Walking Board

Forward: Start the child at one end of the beam and ask him to walk to the other end. Give no further directions unless:

1. he runs--tell the child he is to walk.
2. he places his feet crosswise on the beam--tell the child to place his feet straight ahead on the beam.

The teacher may demonstrate after the child has tried.

Backward: Ask the child to stand with his back to one end of the board, to step up onto the beam and to walk backward to the other end. If the child tries to turn to look back, ask him to see if he can do it without looking. The teacher may stand in front of the child and ask him to look at her.

Sidewise: Ask the child to stand so that the beam extends to his right. Ask him to step up and walk sidewise to the other end. He should move his right foot to the right and bring his left foot up to it. If the child tries to cross one leg over the other the teacher may demonstrate the correct method. When the child reaches the end, ask him to walk back moving to his left.

Jumping

Both Feet: Ask the child to stand with a clear space in front of him, put his feet together and jump forward once.

Jump (hop)--Right Foot: Ask the child to hop forward once.

Jump (hop)--Left Foot: Ask the child to hop forward once.

Skip: Ask the child to skip across the room.

Hop 1/1 (Step-hop): Ask the child to hop on his right foot, then on his left foot. Then ask him to alternate, hopping on one foot then the other.

Hop 2/2: Ask the child to hop twice on each foot.

Hop 2/1: Ask the child to hop twice on the right foot and once on the left.

Hop 1/2: Ask the child to hop once on the right foot and twice on the left.

Identification of Body Parts

Ask the child to face you, then say: "Touch your shoulders."
"Touch your hips."
"Touch your head."
"Touch your ankles."
"Touch your ears."
"Touch your feet."
"Touch your eyes."
"Touch your elbows."
"Touch your mouth."

Imitation of Movements

Ask the child to stand and face you eight to ten feet away. Ask the child to do what you do. Be sure the child has the correct position before going to the next. Show the child if he is wrong.

Obstacle Course

Ask the child to step over an obstacle about knee high without touching it (yardstick across seat of two chairs).

Ask the child to step under an obstacle about two inches lower than his shoulder (yardstick across the backs of two chairs).

Ask the child to squeeze through the opening without touching it (two chairs, back to back and close enough together that the child has to turn).

Kraus-Weber

Test 4: Child lies face down, hands clasped behind neck, a small pillow under hips. Examiner holds child's feet to the floor and asks child to raise his head, shoulders and chest off the floor and hold this position for ten seconds.

Test 5: Child lies face down, head resting on hands and small pillow under hips. He is asked to raise his legs off the floor without bending his knees until his feet are ten inches off the floor. He must hold this position for ten seconds.

Angels in the Snow

Ask the child to lie on his back on the floor with arms at sides and feet together. Ask him to move his arms up over his head along the floor. Ask him to feel the floor with his wrists as his arms move and to continue moving until his hands touch.

Ask the child to move his feet apart. He must move them wide apart keeping his heels on the floor. When the child knows what you want him to do give the following directions:

Move just this arm (point to right arm). Now put it back.
Move just this arm (point to left arm). Now put it back.
Move just this leg (point to right leg). Now put it back.
Move just this leg (point to left leg). Now put it back.
Move both arms. Put them back.
Move both legs. Put them back.
Move this arm and this leg (both right). Put them back.
Move this arm and this leg (both left). Put them back.
Move this arm and this leg (right arm and left leg). Put them back.
Move this arm and this leg (left arm and right leg). Put them back.

Double Circles

Ask the child to take a piece of chalk in each hand and draw two circles simultaneously. If the circles are small, have him draw them larger until they are 16 to 24 inches in diameter. Let him draw them where he wishes on the board.

Observe: Relative size of drawings--One may be 18 to 24 inches and the other 3 to 4 inches. They should be nearly the same.

Position--Some will draw small and wide apart. Some will draw so large the circles overlap. Some may draw one circle on top of the other.

Direction--The right handed child will go counterclockwise with the right hand and clockwise with the left. This is reversed for the left handed child.

Accuracy--Circles may be flat on the inside. One may be accurate and one inaccurate.

Lateral Lines

Ask the child to turn around so that he cannot see you. Place an X about 18 inches to the left of the center of the board and another X the same distance to the right of center. Ask the child to turn around and draw a straight line from one X to the other. Give no other instructions.

Observe: Use of body--The child may take chalk in his hand and walk across.

Use of hand--If the child has difficulty crossing the midline he may make false starts, pause before he starts or pause during drawing when he is required to cross the midline. The drawing may be inaccurate on the side away from the midline.

Vertical Lines

Ask the child to take a piece of chalk in each hand and draw two parallel vertical lines simultaneously from the top of the board down.

Observe: One hand may receive all the attention or there may be distortions.

Motifs

Ask the child to copy motifs on the chalkboard. Use simple scribble designs.

Ocular Pursuit

These difficulties are generally major, not minor irregularities.

Lateral: Place a thumb tack into the eraser of a pencil so that the head of the tack is parallel to the length of the pencil. Hold the pencil upright before the child's eyes and about 20 inches from his face. Ask him if he sees the tack, then say, "Now watch it, wherever it goes." Move the pencil about 18 inches to his right following the arc of a circle of which the child is the center. Next, move the pencil 18 inches to the left in the same manner.

If the child moves his head instead of his eyes ask him to hold his head still. If he can't do this, hold his head lightly with one hand.

Observe eye movements: Are they smooth or jerky?
Do they keep moving together or does one wander?
Is one eye leading and the other following?
Is the child always on target?
Does he have trouble crossing the midline? Watch for slight jerk.

Vertical: Move the pencil to about 18 inches above the child's eye level. Move to a position 18 inches below his eye level. Make the same observations as above.

Diagonal: Move the pencil until it is 18 inches from the center of the circle to the left and downward until the pencil is 18 inches below the child's line of vision. Move it in a diagonal direction until it is in a similar position 18 inches to the upper right. Make the same observations as above. Move the target in the opposite direction to the lower left.

Rotary: Move the pencil in a circle directly facing the child. Use an 18 inch radius. Make the same observations as previously.

Monocular--Right Eye: Cover the child's left eye and repeat all of the ocular exercises given above.

Monocular--Left Eye: Cover the child's right eye and repeat all of the ocular exercises given above.

Visual Achievement Forms

Seat the child at a desk with an 8 by 11 inch sheet of plain paper. Sit directly across from the child. Present the forms to the child, one at a time, in a straight, vertical, then horizontal orientation. Say to the child, "I want you to copy these drawings (Flip through the pages showing one drawing on each page.) on this sheet of paper. Present the drawings, one at a time beginning with the circle. Point to the form and say, "Make one like this." If the child asks how, tell him to make it any way he thinks he should.

Observe: Whether the child turns the paper while drawing (Do not correct).

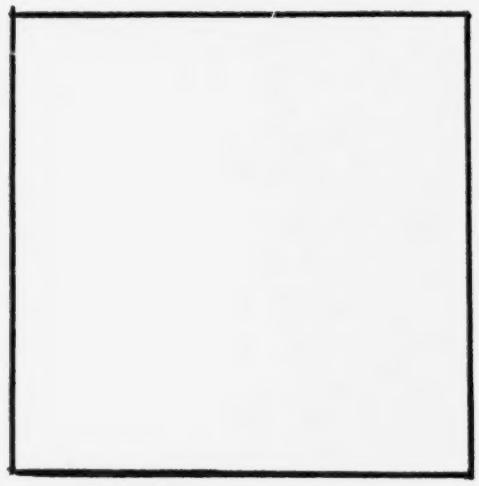
Whether the child completes the form as a whole or a piece at a time. Older children may break a form down into elements for increased accuracy.

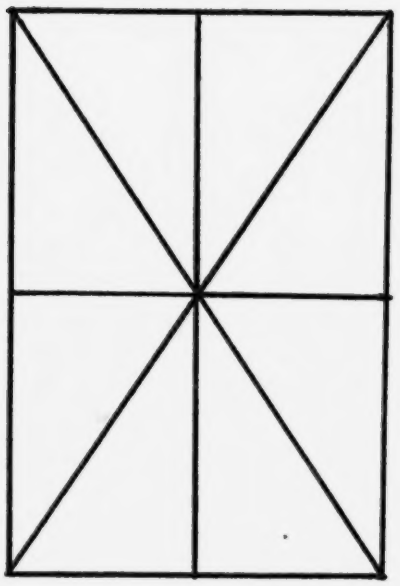
Pay special attention to the divided rectangle. The child must see the diagonals and intersecting lines as parts of the total figure. Many children will segment this form and break up the internal lines.

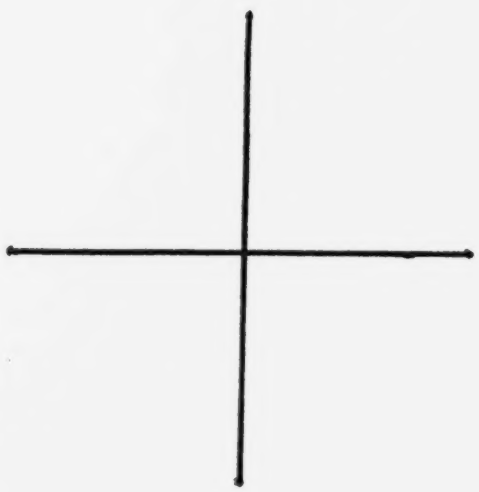
The diamond presents special difficulty. It may have "ears." The diamond is presented two ways (wide horizontal dimension and upright position).

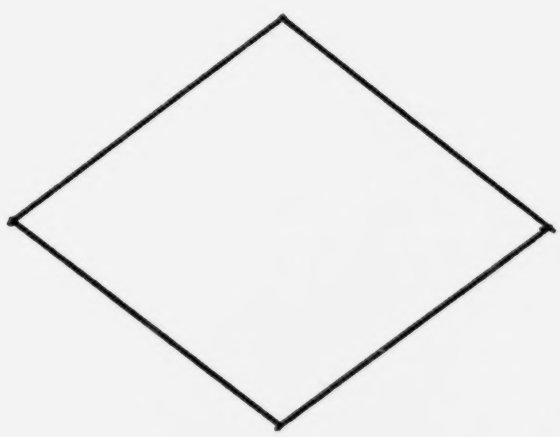
The forms should be drawn approximately the same size as shown and should be oriented on the page in a left to right direction in rows from top to bottom.

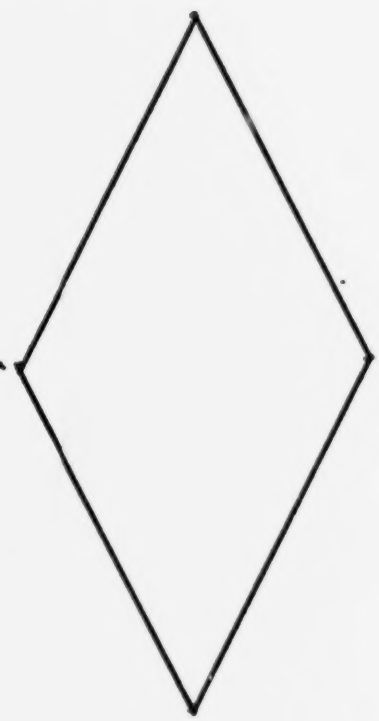
The mental age at which the child should be able to draw each of these forms is as follows: four years--circle, cross and square; five years--add triangle; six years--add upright diamond; seven years--all forms.

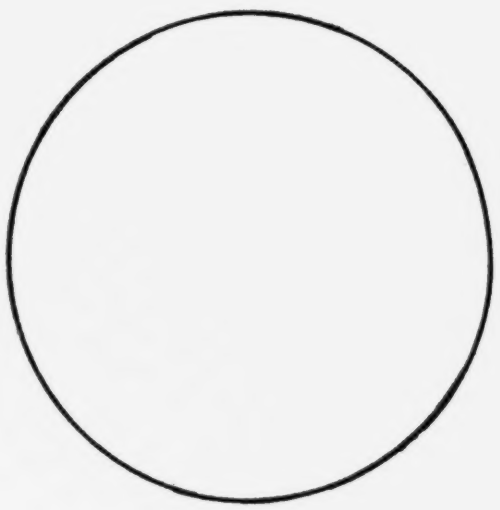


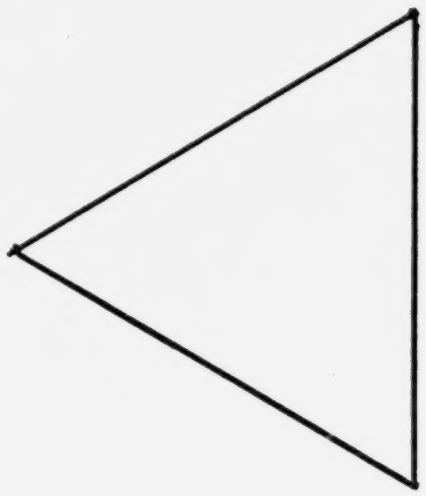












Lesson Plan for Motor Sequencing

General Purpose of the Exercise: to have children develop skills in the recall and integration of sequential motor movement from visual, auditory and tactual information.

Specific Aim: to develop skills in sequencing gross motor movements from visual stimuli. This is carried out by the demonstration of motor sequences by the teacher. The student is then required to attempt to duplicate the same motor sequence as previously demonstrated by the teacher.

Materials Needed: Space enough in the classroom for children to move about

Procedure: The teacher gives the following instructions: "We are going to play a game similar to 'Follow the Leader.' I will be the leader. You try to do everything I do. Wait until I am through before you try to copy me."

Exercise 1. (Teacher and students standing) The teacher performs one head roll, extends right arm and retracts it to right shoulder, then brings it to her right side. One child then attempts to carry out the same movements. Then another child takes a turn in attempting to perform the movements, then another child, etc.

Exercise 2. The teacher performs one head roll, extends right arm and retracts it to right shoulder, then brings it down to her right side, then swings right leg forward and back. The child or children then attempt to "Follow the Leader."

Exercise 3. The teacher performs one head roll, extends right arm and retracts it to right shoulder, then brings it down to her right side, then extends and retracts left arm and brings it down to her left side, then swings right leg forward and back. The children attempt to follow.

Exercise 4. The teacher performs the same tasks as in Exercise 3 and adds: swing left leg forward and back.

Exercise 5. The teacher performs the same tasks as Exercise 4 and then adds: jump on both feet.

Exercise 6. The teacher performs all above mentioned tasks and adds: clap hands in front of body.

If the teacher wishes to make a competitive game out of "Follow the Leader," the first child to miss carrying out one of the movements in the correct sequence would be out of the game. The children could see who could remain in the game the longest and thereby be considered the winner. Another variation would be to let the children take turns at being the leader and allow them to make-up motor movements to be utilized in the game. This game could continue to get more difficult by continuing to add more body movements.

Balance and Posture

<u>While lying on stomach</u>

Lift head and hold. Lift head and look about.

Reach out in all directions, first with each hand separately, then with both hands.

Pivot whole body using elbows, then using hands with arms straight.

Pivot upper trunk (Hold the child at the hips so he stretches and uses the side muscles.).

Stiffen the body and raise the chest and legs off the floor.

Lie still (relaxed) on stomach, back and sides.

<u>While lying on back</u>

Lift head and hold. Lift head and look about.

Reach out, up and down in all directions. Use each hand, then both hands at the same time.

Twist the upper trunk to the right and left while keeping the shoulders and hips on the floor so the muscles at the waistline are stretched.

Pull the body into a sitting position.

<u>Sitting</u>

Sit on the floor with the back straight and with legs straight then crossed. Sway side to side, fore and aft, with legs straight, then with legs crossed.

Reach out for objects in all directions while maintaining balance. Use a large object which requires both hands, then an object for each hand. Require the child to reach across his body.

Sitting (continued)

Sit on a chair or stool with legs crossed, then with legs dangling. Repeat all of the previous sitting exercises. Sit still from 15 seconds to several minutes.

Standing

Place the child on a wooden block or stool. This should be four to six inches off the floor and narrow enough that a step will require the child to step off. This will discourage a wide stance.

Stand still and erect. Move parts of the body--clap hands, swing arms and body and reach in all directions. Touch toes; catch, throw and bounce a ball; and grasp objects with each and both hands.

Stand on one foot and elevate the other foot into a variety of positions. Repeat using the opposite foot.

Hike over Unfamilar Ground

Hike up and down hills. Run over rough, smooth and narrow paths. Walk up and down steps.

Roll down hills.

Sensory Motor Training

Walking Board

This provides experiences for the development of balance and contributes to the learning of laterality and directionality. This device is for teaching balance and laterality rather than the skill of walking the board. The child learns only when he loses his balance and must correct it.

Walking Board (continued)

The board is two by four inches, eight to twelve feet long and fitted in a brace to raise it about two inches off the floor. Begin with the four inch side and go to the two inch side when the child becomes more adept. A larger board can be used if the child has extreme difficulty. If the task is very difficult, the child may be helped by holding his hand, but encourage him to go alone. Do not force the child to go alone before he is willing.

Walking Forward

Go slowly; do not run. Place each foot so the heel and toe contact on each step.

Walking Backward

When the child can to forward, help him to go backward. He may need to explore with his toe at first, but encourage him to learn the direction "straight back" so that exploration is not necessary.

Walking Sideways

Start on the left end of the board. Move the right foot out, shift weight and move the left foot until the feet are together. Continue across the board. Return in the opposite direction. Move slowly and maintain balance.

The following variations may be introduced to the above exercises: carry a pole like a tight wire walker; carry an object in one or both hands; put hands in pockets; balance an object on the head; step over or walk under a bar held across the middle of the beam.

Turning and Bouncing

Use these exercises after the child becomes proficient in the above three activities.

Turning

Walk half way across forward, make a half turn and return sideways. Walk across forward, turn and return.

Turning (continued)

Walk across backward, turn and walk backward to starting position.

Bouncing

Walk forward to the center of the board, bounce in place, turn and walk back.

Repeat using a variety of combinations of walking and bouncing.

Balance Board

This board is 16 by 16 inches with a balance post underneath in the middle. The posts are 3 by 3 inches, 4 by 4 inches or 5 by 5 inches and can be changed by using a wing nut to attach them.

Some children may have to begin with the board flat on the floor. Go from the largest post to the smallest. It is easier to keep balanced if the eyes are still, so it may be necessary to begin with the child looking at a stationary target. Encourage the child to rock to the right and left, then fore and aft directions.

Balancing Activities

While balancing, bounce a ball and catch it. Begin with a large ball and decrease the size gradually. Catch the ball with both hands, the right hand, then the left.

Throw objects at a target.

Do simple calesthenics.

Ask the child to touch and name body parts while maintaining balance.

Angels in the Snow

Ask the child to lie on his back on the floor with his arms at his sides, legs extended and feet together. Ask him to move his arms up over his head. Be sure he keeps his arms on the floor with his elbows straight and that he moves his arms up until his hands touch. Next, ask the child to move his legs apart as far as he can without bending his knees. Be sure he keeps his heels on the floor.

Ask the child to do the following movements but don't use the same order all of the time. Point to the limb (s) you wish the child to move and say:

"Move this arm (right, left)." "Now, put it back."
"Move this leg (right, left)." "Now, put it back."
"Move both arms." "Now, put them back."
"Move both legs." "Now, put them back."
"Move this arm and this leg (both right, then both left)." "Now, put them back."
"Move this arm (right) and this leg (left)." "Now, put them back."
"Move this arm (left) and this leg (right)." "Now, put them back."

If the child cannot move the part by watching you point to it, touch the part or parts to be moved. When the child can perform all of the above exercises, add variations.

Ask the child to perform as above while lying on his stomach.

Use the terms "right" and "left" instead of pointing.

Ask the child to perform while standing.

Ask the child to do "jumping jacks."

Rhythm

Use a drum to beat a constant rhythm pattern (da-da-da) and have the child repeat what you have done. Begin by having the child watch you. Vary the rhythm pattern (faster or slower). When the child can reproduce the beat while watching, ask him to close his eyes and listen, then reproduce the pattern.

When the child can recognize and establish a constant pattern, introduce more complex patterns (da-dit, da-dit). Vary the speed. Permit the child to again watch and listen before asking him to perform by listening only.

Next, go to a three stage rhythm pattern (da-dit-dit). Vary these patterns. When the child can accomplish three beat patterns, to to four then five and six beat patterns. Be sure the child has a smooth, rhythmical flow. Require the child to use his subdominant hand, his feet and his vocal cords.

Rhythm--Both Sides of the Body

Give the child two drums and ask him to reproduce patterns with both hands. Begin with an alternating rhythm (right-left-right-left). Let the child watch and listen. Later, ask him to close his eyes and listen only. Vary the speed of the rhythm. The child should be able to flow smoothly from right to left so the rhythm is smooth.

After simple rhythms have been mastered, present rhythms with two beats to each hand (RR-LL-RR). Later go to three, four and five beat combinations.

When regular patterns have been mastered, present irregular patterns (R-R-L, R-R-L). These can be altered to make any number of combinations.

The child may beat patterns with his feet, using drums or tapping on the floor. Drums may be replaced with cigar boxes, pans or plastic ice cream containers. The child may beat with his hand, a pencil or a stick.

Rope Activities

Walk heel to toe along a straight rope. Repeat walking sideways, then backwards. Duck walk up and down along side of the rope.

Place the rope in a circle. Repeat the same sequence as above. Jump into and out of the circle. Run and jump into the circle.

Jump over a rope which is held a few inches off the ground. Jump over a rope which is swinging slightly from side to side.

Hold a jump rope in front of feet. Jump over it. Then swing it over head. Repeat. Move faster as skill improves.

Chalkboard Activities

Scribbling is usually the earliest drawing or writing activity performed by a child. From this experimentation a child learns new movement patterns and gains muscle facility and control necessary for later small muscle activities. Prematurely forcing a child into small-scale paper and pencil activities results in difficulty for him because of both the size and the complexity of the task. When a child is forced into such activities before he is ready, he usually attempts to simplify the task and thereby introduces distortion.

Chalkboard activities, finger painting, easel painting, and other similar large muscle activities can be valuable in preparing the child for later success with muscle tasks. These activities allow the child to visually inspect the pattern as he produces it so that he begins to associate the pattern he has made with his total movement pattern. They also allow the teacher to observe the child's pattern of movement.

Dot-to-Dot Game

Place two dots on the chalkboard in random positions. Ask the child to connect these dots with a straight line and to keep his chalk on the second dot. Place another dot on the board and ask the child to extend his line to the third dot without lifting his chalk. Procede in this manner always waiting until the child has completed one line before adding another dot. Requiring the child to shift direction helps him become more aware of direction. However, at first he may be unable to cross the midline of his body. In this case, stay on the child's dominant side until he gains confidence in the task, then gradually cross the midline an inch at a time.

Circle Game

Place an even number of equally spaced points around the circumference of an imaginary 18 inch circle. Number these points consecutively, beginning at the top of the circle and moving in a clockwise direction. Place a point labeled zero in the center of the circle. Give the child a piece of chalk for each hand. Ask him to place the chalk in his right hand on a designated point on the right hand side of the circle and the chalk in his left hand on the opposite point. Then ask the child to

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Circle Game (continued)

move his hands simultaneously to the center point. The child must begin to move both hands at the same time and he must move them at the same rate so that they will reach the center point together. Continue this exercise using the following sequence of patterns. 1. Move both hands from opposing dots to the center. 2. Move both hands from the center to opposite points along the circumference. 3. Move both hands from opposing points through the center to the other side of the circle so that they exchange places. 4. Move one hand horizontally and the other vertically to the center and return each to its starting position.

Chalkboard Circles

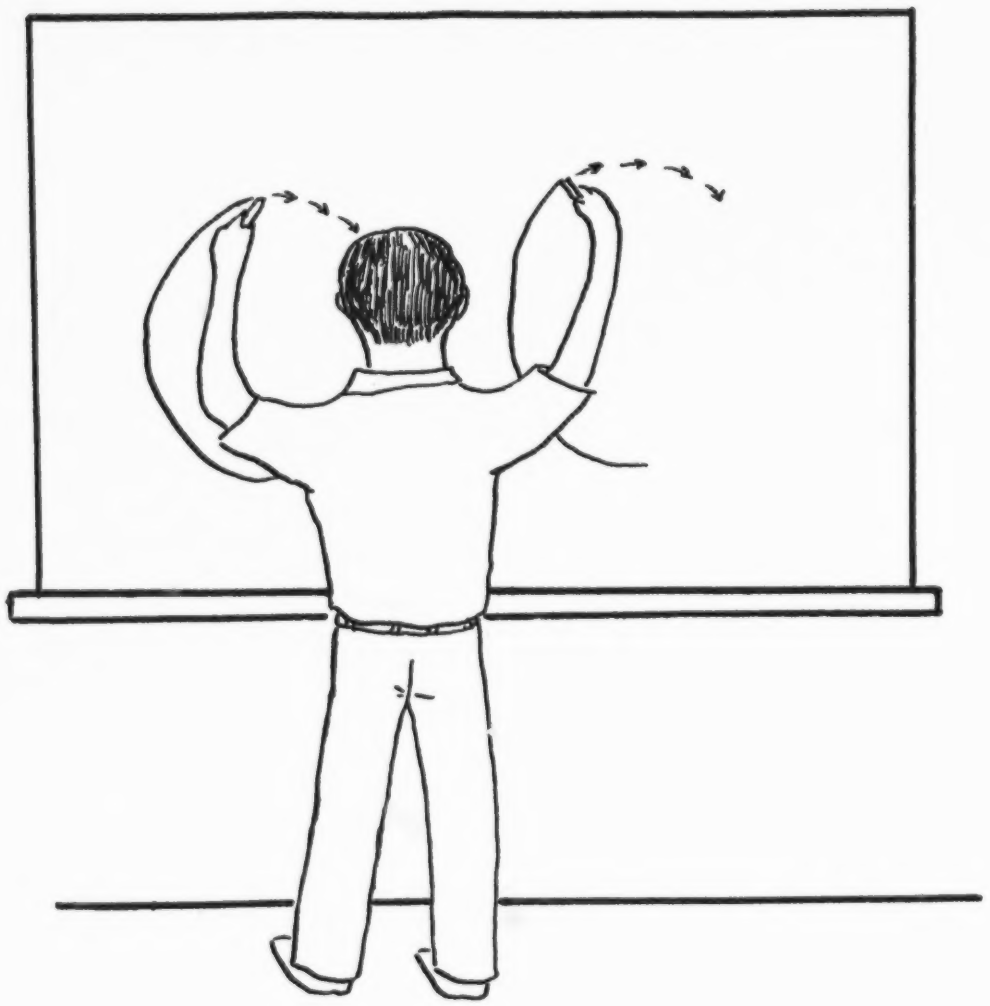
Ask the child to draw full arm circles in the air with both hands simultaneously. Note the direction in which he moves each arm. Then ask him to draw a series of continuous circles on the chalkboard using both hands. Note the direction in which the child draws and compare the size of the circles made with each hand. The right handed child will usually draw counterclockwise circles with his right hand and clockwise circles with his left. The left handed child will usually reverse this. The circles should be approximately the same size. After this pattern of movement is established, ask the child to move each hand in the opposite direction. Then ask the child to move both hands in the same direction, first counterclockwise, then clockwise.

Figure Eights

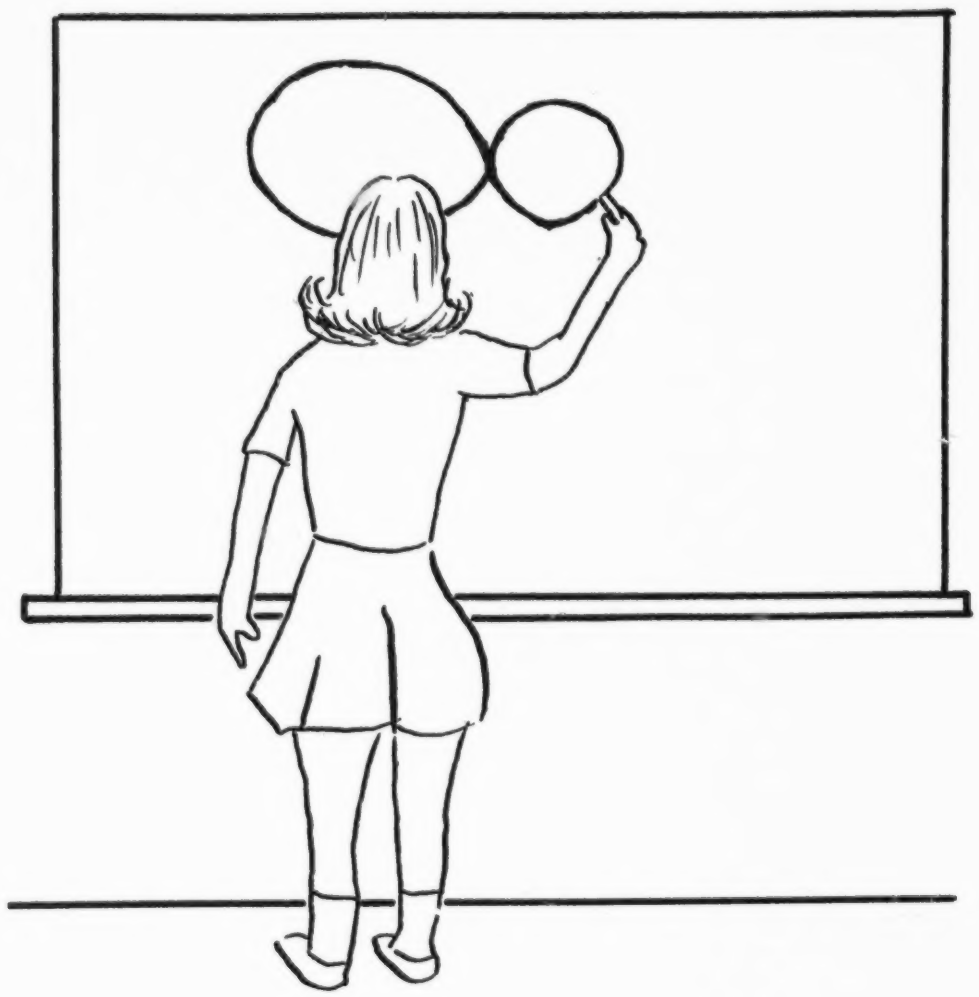
Ask the child to draw a large, continuous figure eight lying on its side. When his movement becomes fluid, ask him to reverse his direction. Later, ask him to draw in each direction with his subdominant hand.

Tracing with Templates

Hold a large template of a circle up to the chalkboard. Ask the child to trace around the circle with his finger. Give him a piece of chalk and ask him to draw around the circle with chalk. Remove the template so that the child can see what he has drawn. After the child can do this easily, introduce more difficult shapes.



Chalkboard Activities



Visual-Motor Activities

Tracking

Display one set of objects to the child's left in the classroom and a second set to his right. Ask him to visually match an item to his left with an item to his right. This requires the child to visually track in a left to right progression.

Matching

Give the child one shape, preferably a circular disc. Let him hold and feel it. Help him describe it in terms of size, shape, color and texture. Ask him to feel the edge by running his finger all around its edge several times. Place on a table, in front of the child, a sheet of paper which has a solid pattern the same size and color as the shape. Ask the child to cover the pattern with the shape. After the child can do this easily, introduce a square. Repeat the same procedure. Next, present the two shapes simultaneously. Gradually add more shapes and present the child with more complex patterns of shapes to match. When the child can perform these tasks effectively, begin to introduce outline rather than solid patterns. Follow the same sequence as above.

Block Designs

Make or buy a series of design cards using colored parquetry blocks. Ask the child to reproduce these designs with the blocks, first by covering the design on the card and later by placing the design beside the card. Gradually increase the number of blocks used and the complexity of the designs as the child becomes more proficient.

Peg Board Patterns

Make simple patterns using block paper and crayons. Ask the child to duplicate these patterns with pegs and a peg board. Gradually increase the number of pegs used and the complexity of the design.

Puzzles

Begin with simple, three and four piece, wooden inlay puzzles. Ask the child to look at the finished puzzle and to describe the picture. Help him if necessary. Then have him remove one piece at a time, tracing around each piece with his finger as he takes it out of the tray. Let him reassemble the puzzle. When the child can work these easily, introduce more complex puzzles.

Writing Readiness Activities

Tracing

Use onion skin paper and a large black crayon. Clip the onion skin over the picture to be traced. Let the child trace the outline of the picture, first with his finger and then with the crayon. Begin with large silhouettes. Gradually decrease the size and increase the complexity of the pictures as the child becomes more proficient.

Dot-to-Dot Pictures

Begin with large, simple pictures. Ask the child to trace around the design with his finger. Then let him connect the dots with crayon or pencil. Gradually introduce smaller and more complicated designs. For older children the dots may be numbered.

Copying

Give the child a picture of a three or four inch circle. Ask him to trace around it with his finger, then draw it. When he can do this easily, introduce a square, then a triangle and finally more complicated designs. Later, let the child look at a design, remove it and ask him to reproduce it from memory.

Line Formations

Ask the child to trace over lines which have been drawn on the chalkboard. Use vertical, horizontal and then diagonal lines. When the child can trace these lines, let him make his own lines with a stencil, then without aids. Gradually reduce the length of the lines and introduce patterns of lines to be reproduced.

Letter Formations

When the child can accurately reproduce a pattern of lines, begin to teach letter formations. Introduce one letter at a time. Have the child trace the pattern of a letter on the chalkboard and then with sandpaper letters. Stress making correct letter formations. Have the child verbalize the formation as he traces the letter and name the letter when it is completed (example: lower case "b"--"Go down and around.").

Letter Patterns

Make a ditto sheet with letter patterns. Ask the child to find the pattern on each line which is like the first pattern (see illustration).

Assemble simple words using individual letters such as those found in anagram games. Make new words by changing one letter at a time.

Make three or four letter patterns. Ask the child to reproduce these patterns, first on the chalkboard and then on paper.

ppd	pdp	pdd	ppd
stt	stt	tts	sst
byx	xyb	pyx	byx
xxo	oxx	xxo	xox
blo	blo	dlo	olb

Ocular Control Training[1]

Please read these instructions carefully and completely before beginning any ocular training and refer to them if any question arises.

The general procedure is to move a target in front of the child and ask him to follow it with his eyes. Care must be taken to watch the child's eyes carefully to see that he is following the target and that his eyes are moving smoothly and together.

Direction of Movement

Lateral: Hold the target upright before the child's eyes and about 20 inches from his face. Move the target about 18 inches to his right following an arc of a circle of which the child is the center and which has a radius of 20 inches. Next, move the target laterally to the child's left until it is 18 inches to his left.

Vertical: Move the target in a vertical direction until it is in a position about 18 inches above the child's eye level. Move it in an arc as in the above exercise. Move the target downward until it is 18 inches below the child's eye level.

Diagonal: Move the target to the left until it is 18 inches below the line of vision. Move it in a diagonal direction until it is in a similar position in the upper right corner. Move the target in the opposite direction (upper right to lower left). Again move the target in an arc.

Rotary: Move the target in a circle directly facing the child and having a radius of 18 inches.

1. Compiled from lecture and handout materials of: Dr. N. C. Kephart, Professor and Director of the Achievement Center, Purdue University, Lafayette, Indiana, and N.C. Kephart, The Slow Learner in the Classroom (Columbus Ohio: Charles E. Merrill Publishing Company, 1960).

Stages in Ocular-Pursuit Training

Stage 1: Move a pencil target in the principal directions (see above) and encourage the child to follow it with his eyes. He is to keep his head still; it may be necessary to hold the child's head and encourage him to move only his eyes. Begin training with the lateral and vertical movements and add the others as the child is able to follow the target. The target is a pencil with a one inch square of paper tacked to the eraser. Be alert for progress in this training because the child may continue to practice his errors. The child should be able to show observable improvement in four to eight tries.

Stage 2: This is identical to the above except the target is a penlight. The light should have a bulb or plastic shield for the bulb which permits light to pass through, projecting beyond the barrel of the penlight. The light is moved in the same manner as the pencil target in stage one with the same observations.

Stage 3: Here the child points to the target and follows it with his finger as he follows it with his eyes. The penlight is used and moved in the directions explained above. Observe the child's performance carefully.

Stage 4: This is identical to stage three except the child is asked to place his finger on the light and move his finger in contact with the light as it moves. Watch the eyes carefully to determine when they are on target. If the child has lost the target, stop the target immediately and ask the child to look at it. Ask: "Where is it?" or "Where did it go?" Tapping the light may also help the child to relocate it.

Monocular and Binocular Training

Train with the right eye alone, with the left eye alone and then with both eyes together. Always do the exercises in this order. Time yourself; allow roughly two minutes for training each eye separately and two minutes for training both eyes together. This training is tiring and the greatest amount of learning occurs at the beginning.

When training one eye, the eye not being trained is to be covered. A cover can be make from a paper towel or a strip of felt.

Play Activities

Keep a toy car on a one inch wide "road" drawn on a piece of paper which is taped to the wall at eye level.

Track and catch a volleyball, kickball or basketball.

Roll marbles or toys with wheels down an inclined plane.

Use both hands to keep balloons in the air.

Blow bubbles, then try to catch them on a wand.

Pound nails and screw screws into boards.

Play: "Follow the Leader."

Color using large, simple pictures with heavy lines.

Assemble simple puzzles

Play: Checkers, Dominoes, Chinese Checkers, Pick-up Sticks, Nuts'n Bolts

Walk on stilts.

Construct simple forms by folding paper.

Auditory Training Activities

Read to children. Ask them to retell the story and/or pantomine certain parts.

Play a record or tape of everyday sounds. Ask the children to identify these sounds.

Tap patterns of long and short sounds on a drum or with a pencil or hand on a desk. Ask children to reproduce the patterns. Use a telegraphers key to tap out sound patterns. Ask the children to reproduce these.

Listen for and identify sounds heard in the classroom and outside.

Follow directions as given by the teacher. Begin with one command. Ask the child to repeat the command before executing it. Later, increase the number of commands to two, three and finally four.

Read a list of four items which "go together" such as cup, sock, plate, glass. Ask the children to repeat the words which go together.

Say two words. Ask the children to answer "yes" if the words rhyme and "no" if they do not. Later, say three words, two of which rhyme and ask the children to repeat the words which rhyme.

Say the name of a letter. Ask the children to write the correct symbol. Later, say two, then three or four letters and have the children write them in the correct sequence.

Ask the children to listen to tapes which require them to make an oral or written response. Example: Listen to mathematics tapes. Write the equation and/or answer as directed.

Say two words such as "cup" and "lemon" which begin with grossly different sounds. Ask the children to tell which word begins with "c" and which begins with "l." Gradually give words which have more similar beginning sounds. Later, repeat this process with final sounds.

Say familar one, two and three syllable words slowly (about one second per syllable). Ask older children to count the number of syllables they hear. As they become more proficient, say the words faster. Ask the children to repeat the words with pauses between the syllables.

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Books

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Cratty, B. J. Developmental Sequence of Perceptual-Motor Tasks. Freeport, L. I., New York: Educational Activities, Inc., 1967.

Franklin, C. C. and Freeburg, Wm. H. Diversified Games and Activities of Low Organization for Mentally Retarded Children. Southern Illinois University.

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Getman, G. N., et al. Developing Learning Readiness. New York: Webster Division, McGraw-Hill Book Company, 1966.

Kephart, N. C. The Slow Learner in the Classroom. Columbus, Ohio: Charles E. Merrill Publishing Company, 1960

Oklahoma State Department of Education. Learning Through Play. State Department of Public Instruction, 1962.

Tulsa Public Schools. A Teacher's Guide for Physical Education in the Elementary Schools. Tulsa: Tulsa, Oklahoma: Tulsa Public Schools, 1967.

Tulsa Public Schools. Gymnastics and Posture. Tulsa: Tulsa Public Schools, 1966.

Books (continued)

Tulsa Public Schools. Teacher's Guide for Elementary Rhythms. Tulsa: Tulsa Public Schools, 1968.

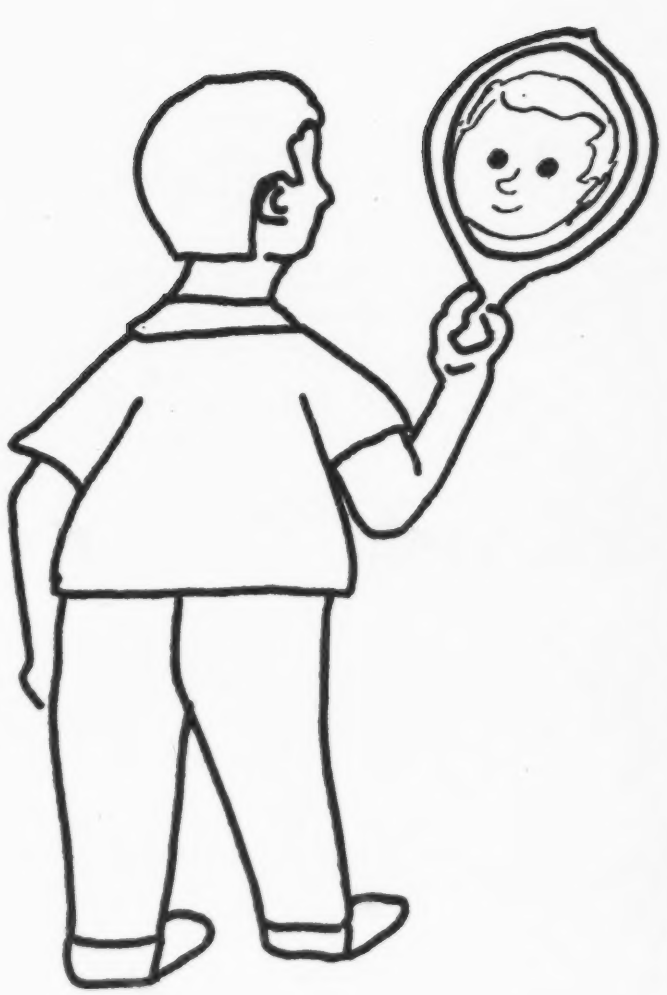
Van Witsen, Betty. Perceptual Training Activities Handbook. New York: Teacher's College Press, 1967.

Records

Physical Fitness--Rhythm Record Company
Pre-School (RRC-703)
Primary (RRC-803)
Intermediate (RRC-903)

Listening and Moving. Carr and Cratty. Educational Activities, Inc.
LP-605
LP-606
LP-607

UNITS ON RECURRING LIFE SITUATIONS



UNIT You and Yourself "It's good to be me!"

GOALS: To help the student discover more about himself; to like himself.

PLANS: Guided Conversation:

Readiness:	"What am I and who am I?" (kind of person)
Primary:	"What can I do and learn--at home, school and community?"
Intermediate:	"How am I like others and how am I different?"
	"What kind of person am I?" (shy, friendly, quiet, active)

ACTIVITIES

READINESS: Make clay figure of self, identifying parts (hands, fingers, head, feet), counting fingers, eyes, etc.

Draw a picture of self, help child to include body limbs.

Give child circle: ears, eyes, nose, mouth and hair. Build a head with parts and paste (have features cut and in envelope) for each child. (See illustration at end of unit).

Trace around stencils of child figures. Compare sizes of different children; indicate that each size is important.

Make silhouette puzzles of figures cut-up and allow children to put together.

Each day trace around one child (or more) on large sheet of paper. Have child cut and color himself.

ACTIVITIES (continued)

READINESS: Role-playing, playing self and others. Allow group to guess who actor is imitating.

Show pictures of body; allow child to identify parts.

Reinforce health and safety rules through play, games, stories.

Gross motor activities through games, identifying body parts, drawing action pictures and illustrating actions by doing.

PRIMARY: Compose and illustrate experience stories about each of the questions discussed in "Guided Conversation" at beginning of unit.

Compile scrapbook from experience stories "about me".

Complete a self description, choosing words from the chalk board. I have ____ hair and ____ eyes.

Daily: show filmstrip or read a story about persons of different occupations.

Discuss jobs of parents, relatives or friends.

Make a grocery store; allow students to take turns purchasing and selling.

Play "Simon Says"; touch your head, ears, eyes and etc.

Use opaque or filmstrip projector; let child draw and cut silhouette of self.

Match names of body parts to pictures.

UNIT You and Yourself "It's good to be me!"

ACTIVITIES (continued)

INTERMEDIATE: Make a speech to group about "what I would like to be."

Learn to use the forms of self, singular and plural. Give examples on board as: myself, ourselves, etc.

Find oral reading material with colorful characters. Allow students to identify with characters.

Tape a discussion on ways to improve oneself. Allow the group to listen and identify each speaker.

Put sentences on the board as: I am _____. I brush my _____
short tall medium teeth arms legs
every day. My eyes are _____. At night I need at least _____
blue brown green four six eight
hours of sleep.

Have students copy and fill in the blanks.

TEACHER AND PUPIL EVALUATION:

Readiness: Do I know and like myself better?
Primary: Can I do more things for myself?
Intermediate: Do I know more about what I would like to be when I grow up?

UNIT <u>You and Yourself</u> "It's good to be me!"

Exercise to use with Primary and Readiness Group

Instruct class:

Turn to the right and stand if you please,
Touch your elbows and now your knees.
Touch both heels, now your nose,
Hands on your hips, now on your toes,
Hands on your shoulders and now on your shoes.
Turn to your left and read the news.
Hands on your head, also on your hair,
Hands on your hips, now in the air.
Touch your face, now your feet,
Clap your hands and take your seat.

REFERENCES

Books and Periodicals

Arbuthnot, May. Time for Poetry. Scott Foresman.

Bernstein, Bebe. Readiness and Reading for the Retarded Child. John Day.

Braley, et al. Daily Sensorimotor Training Activities (Educational Activities, Inc., Freeport, N.Y., 11520).

Robinson, et al. "Open Highway" Series (Gr. 1-3). Scott Foresman.

Stanck, M. I Can Do It. Benefic.

White, M. S. See Me Grow. Abingdon.

Zim, H. S. What's Inside of Me? Morrow.

Consult your school's librarian for stories to be read, heard, etc., levels 1, 2 and 3.

Films (Instructional Media, E.S.C.)

You the Human Animal

You the Living Machine

Filmstrips (Instructional Media, E.S.C.)

Developing the Body Image and Motor Control (set of 6 filmstrips and sound on 6 records)

Filmstrips (Special Education Resource Center)

Encyclopedia Britannica Filmstrips:

This is You

You the Human Being

You and Your Food

You and Your Five Senses

You the Living Machine

UNIT You and Yourself "It's good to be me!"

REFERENCES (continued)

Records

Concept Records, Vols., 1, 3.

Lyons. Me, Myself, and I.

Lyons. Songs To Grow On.

Lyons. I'm Dressing Myself.

Materials

pre-cut circles, eyes, nose, mouth, ears, hair.

construction paper, cardboard.

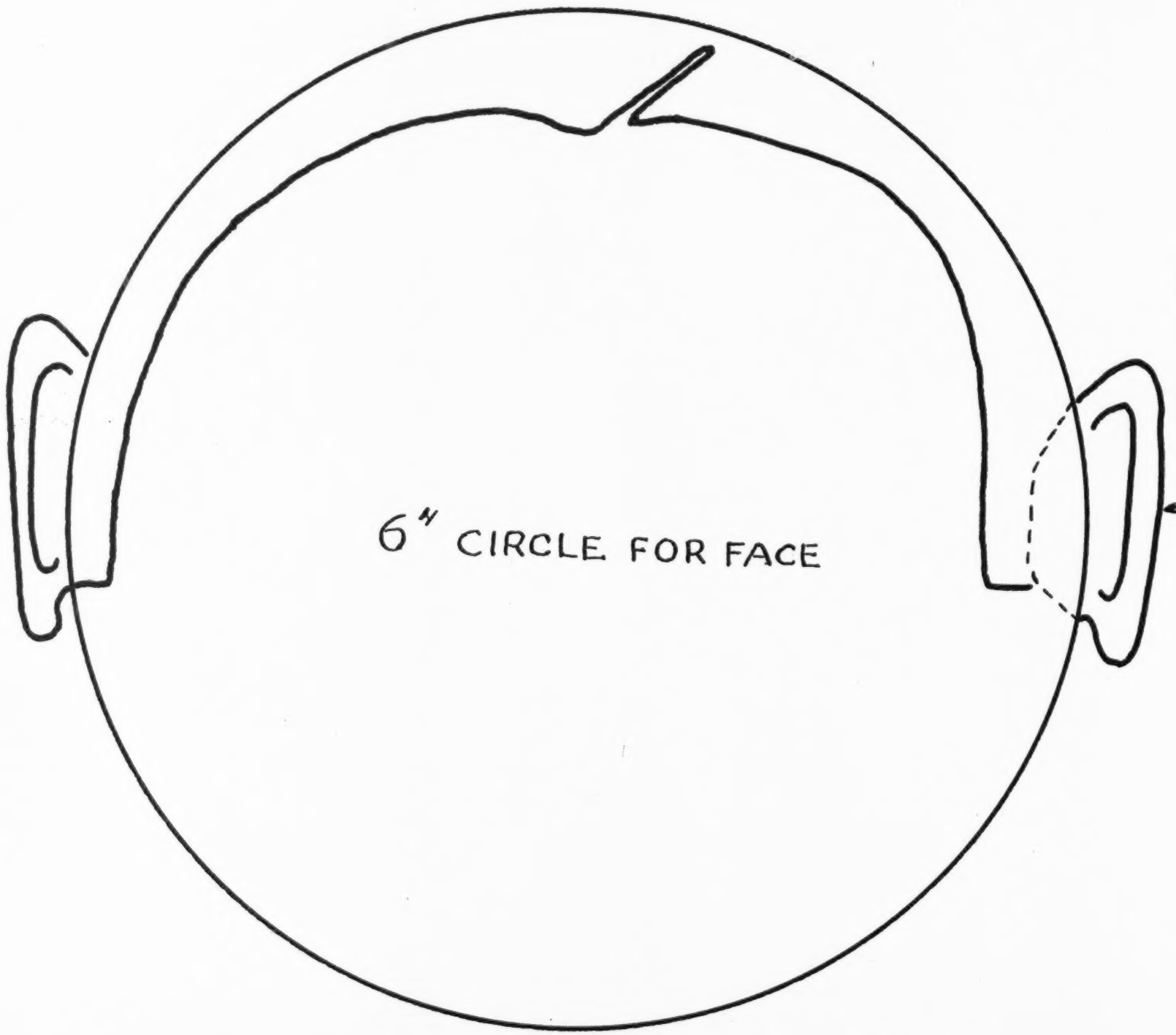
crayons, paste, scissors, paints.

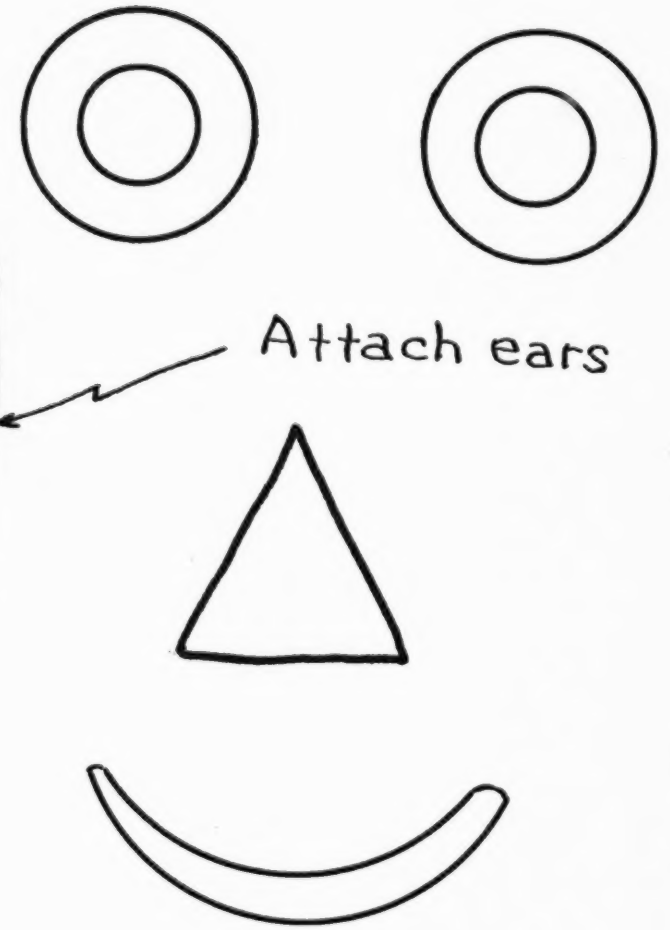
cardboard boxes, various sizes.

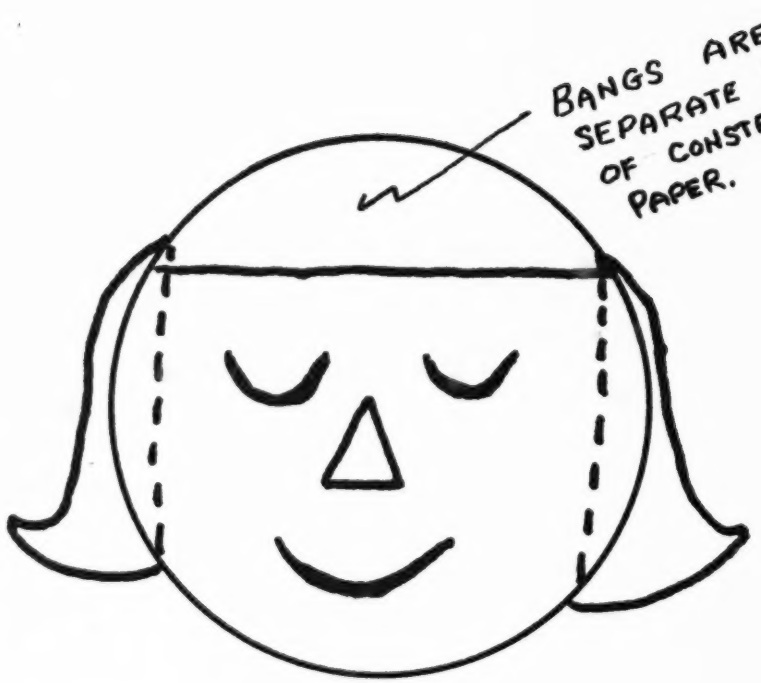
empty cans, cartons, etc., for grocery store. Leave off labels.

stencils (T.G.Y.--School Supply Houses).

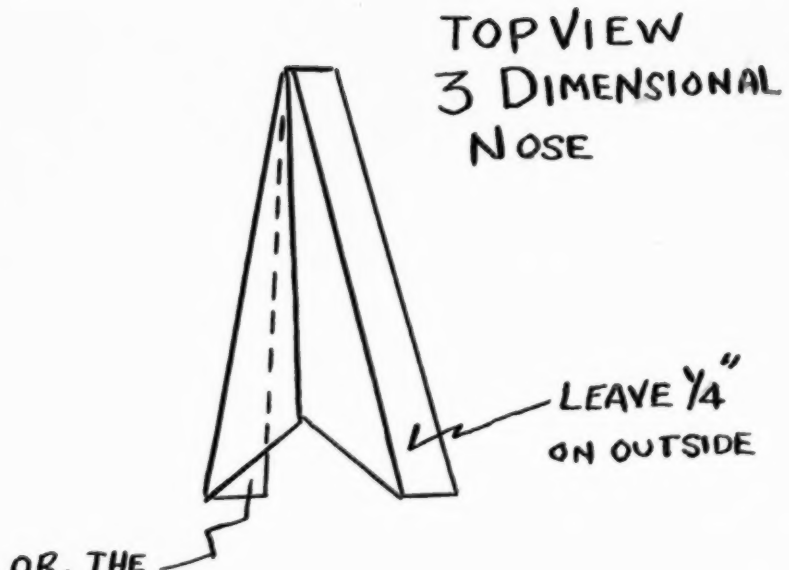
play money, (real money is better!).

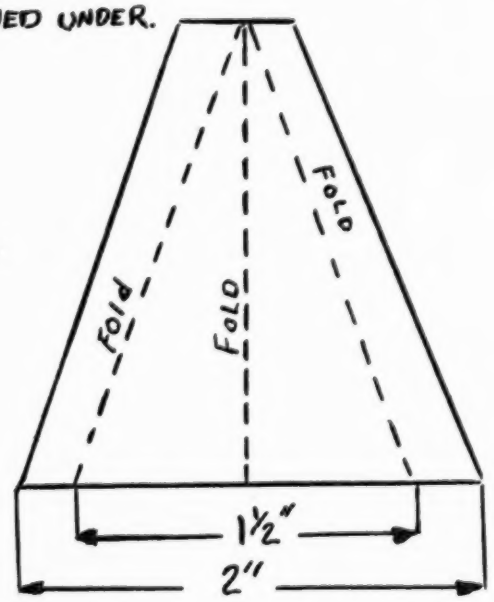

6" CIRCLE FOR FACE


Attach ears


BANGS ARE A SEPARATE PIECE OF CONSTRUCTION PAPER.

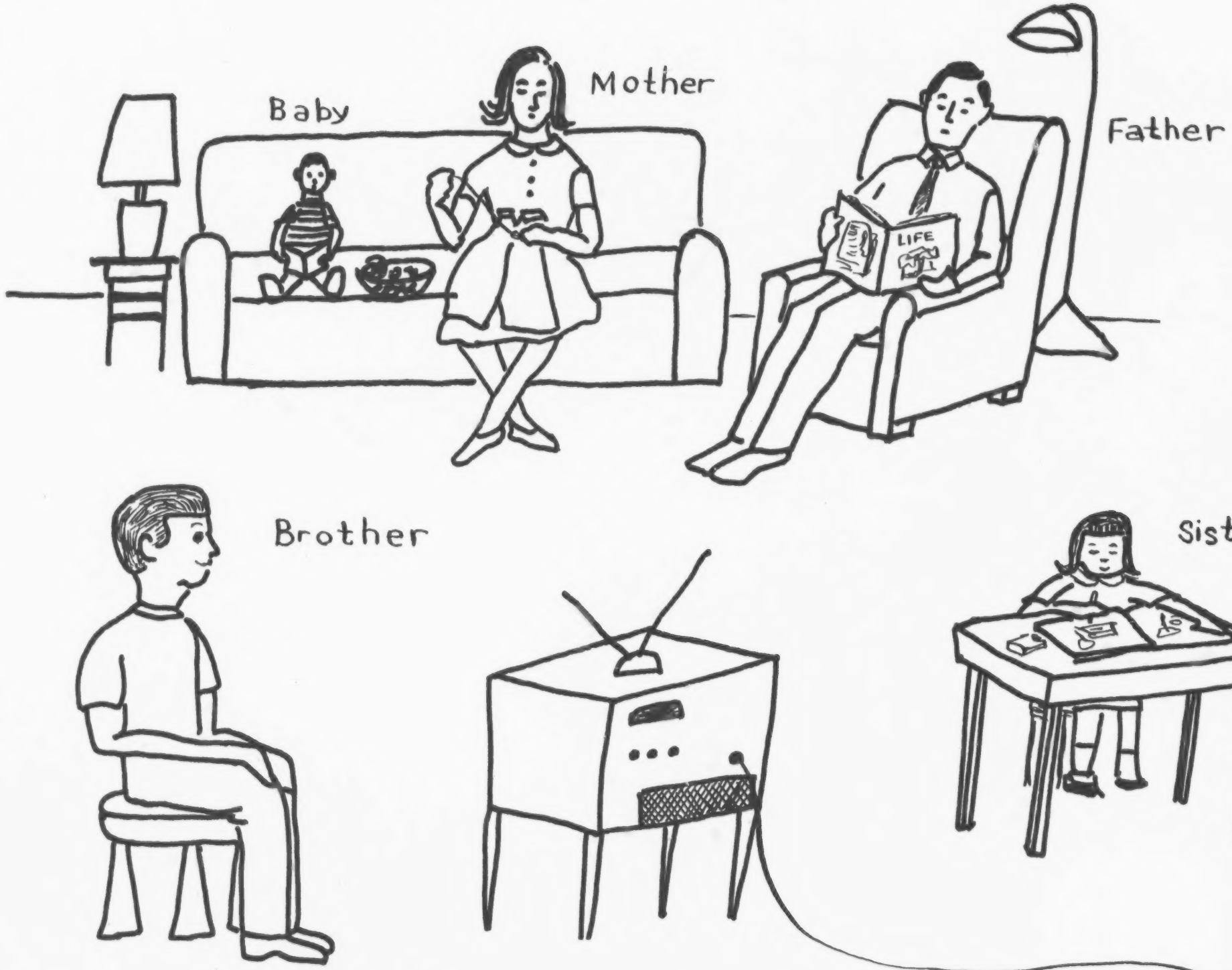
6" CIRCLE


TOP VIEW
3 DIMENSIONAL NOSE
LEAVE 1/4" ON OUTSIDE
OR, THE FOLD MAY BE TURNED UNDER.


FOLD
FOLD
FOLD
1½"
2"

EYES: ½ OF 1" CIRCLE

MOUTH: ½ OF A 2" CIRCLE


Baby
Mother
Father
LIFE
Brother
Sister

UNIT <u>You and Your Family</u> "I need my family; my family needs me!"

GOALS: To help the child accept his place in the family and to know that there is a dual responsibility: he to his family, his family to him.

PLANS: Guided Conversation: Your name is you. Be proud of it.
Readiness: "Do you know how many are in your family and who they are?"
Primary: "What is your place in the family?" "What can you do to help?"
Intermediate: "Do you help take care of your younger brothers and sisters?"
"Does your family think it's important for you to come to school every day unless you're sick?"

ACTIVITIES

READINESS: Review personal data (name, address, parents' name, birthday, and telephone number).

Make a doll family and play house with it.

Role play: different members of the family.

Make shoe box houses for each member of the class. Family members may be made of clay or of cardboard.

Allow different children to tell a flannel board story: "Me and my family."

Reinforce family etiquette (courtesy, manners, helpfulness, etc.).

Decorate empty cans to use as holders for pins, pencils, paper clips, etc. Use as gifts for family members.

ACTIVITIES (continued)

PRIMARY: Help each child make a list of the persons who live in his home. Try to develop the idea that there are different kinds of families.

Compile a cooperative list of things that every family needs (food, clothing, shelter, medical care and transportation). Discuss how these things are obtained.

Match "family" words to pictures of family members.

Ask student to orally compose and illustrate short stories about what he and others do to help the family.

Make paper dolls and/or hand puppets to represent family.

Compile a list of "magic words" (please, thank you, etc.). Use the words for sentence completion.

INTERMEDIATE: Address an envelope with your family name and address on it. Learn to spell your street name correctly.

List in order from oldest to youngest every member of your family (name and age).

Cut or find pictures of family members. Arrange pictures on a bulletin board showing work, play and school activities in which families can engage.

Make a puzzle of words pertaining to relatives on the chalkboard. Scramble the letters as: "aunt--"nuat" "grandfather"--"herfatgrand"

Make a daily time schedule of home jobs. Include time for reading, studying and watching T.V. (see example).

YOU AND YOUR FAMILY

DAILY SCHEDULE OF ACTIVITIES

Student's name:	M	T	W	T	F
Made bed					
Helped with breakfast					
Helped with younger children					
Walked home from school with younger sisters or brothers					
Fixed snack for self and younger children					
Did needed housework					
Did outside jobs (lawn, garage, etc.)					
Helped start afternoon meal - did dishes					
Did homework or some leisure reading					
Watched T V					
Bathed - showered - did nails - washed hair					

UNIT You and Your Family "I need my family; my family needs me!"

TEACHER AND PUPIL EVALUATION:

What does my family do for me and what can I do for my family?

REFERENCES

Books and Periodicals

Exler, Samuel. Growing and Changing. Lothrop, Lee & Shepard Co.

Fay, Leo C. The Almost Ghost. (unit 2) Lyons and Carnahan.

Green, Mary. Everybody Eats. William R. Scott, Inc.

Green, Mary. Everybody Has a House. William R. Scott, Inc.

Kramon, Florence. EUGENE AND HIS FRIENDS SERIES. Follett Publishing Company.
- Eugene and the New Baby
- Eugene, Pack a Grip
- Nobody Looks at Eugene

Warner, G.C. The Boxcar Children. Whitman & Company.

Films (Instructional Media, E.S.C.)

Parents Are People Too

Filmstrips (Instructional Media, E.S.C.)

At Home in the Evening

Are You Safe at Home?

Safe and Sound at Home

How to Be Careful at Home

Filmstrips (Special Education Resource Center)

The Home Community

REFERENCES (continued)

Materials

family hand puppets

dress-up clothes for role playing

shoe boxes

flannel board (use cardboard box, flannel and thumb tacks if necessary)

cans

"It is fun to have friends."

UNIT You and Your Friends "When I like other kids and try to help them, I make friends."

GOALS: To teach the child how to be a friend and how to get along with other people.

PLANS: Guided Conversation:

Readiness: "Nobody likes me. Why?"
Primary: "What is a friend?"
Intermediate: "How can I make friends?"

General Discussion:

Teacher asks, "What do you think a friend is?" The teacher brings out that it makes you feel good to have friends. Teacher asks children, "How would you go about making friends?" The teacher should be aware of anti-social behavior and try to channel it into more acceptable behavior.

ACTIVITIES

READINESS: Complete an unfinished oral story, "On Saturday my friend and I _____ ."

Role playing: Allow children to change roles and become new friends. Role play the type of child whose behavior makes him anti-social.

Make a picture chart of how to be a friend (after discussion).

Play house, sharing family roles.

Discuss: "How can I help my friends?" Be a friend to a new pupil.

UNIT <u>You and Your Friends</u> "When I like other kids and try to help them, I make friends."

ACTIVITIES (continued)

READINESS: Use clay to make "Me and My Friends." Help another child with a project. Let each child take a turn at the easel painting a picture of his friend.

Make happy faces from construction paper.

PRIMARY: Use hand puppets to act out acceptable and unacceptable behavior.

Draw pictures of children fighting or playing and working together. Have each pupil tell the class what is happening in his picture and why.

Mount "cut-apart" cartoon strips which illustrate actions between children. Allow pupils to put these in correct sequence.

Draw names for "Friend of the Day." Work with that friend.

Write a cooperative story, "What is a friend?" "How can I make a friend?" "What can I do with my friend?"

Use opaque projector. Project pictures of people in different social situations. Discuss what is being done and how the people feel.

Make a mural. Allow each pupil to draw himself holding hands with the next person.

Read an oral story about friends each day.

INTERMEDIATE: Start a pen pal club with a neighboring special education class (perhaps an integrated class). Teach correct letter form and allow students to write letters. Send through school mail. Culminate with a group picnic after school.

ACTIVITIES (continued)

INTERMEDIATE: Draw names for secret pals (girls with girls; boys with boys). Allow students to exchange cards for birthdays, Christmas and other days.

Make a friendly face friendship board. Display friendly activities such as fishing, playground activities and other things friends do together.

As a cooperative effort on the chalkboard, list ways of making friends outside your own classroom. (A) Always smile and say "hello." (B) Sit with a new group at lunch. (C) Join a new group on the playground. Allow the children to make other contributions.

Assign study friends (capable with less capable) and have them work with one another for a few days.

Select a "student of the week" using friendliness as criterion. Paste a picture of the student plus pictures of his special interests and activities.

TEACHER AND PUPIL EVALUATION:

Allow pupils to relate kind deeds done at home and at school.
Do I have more friends, and do I fight less?

REFERENCES

Books and Periodicals

Davis, L. "The Polish-American Three." Meeting New Friends (level 4). Bond, G. L., et al. Lyons and Carnahan

REFERENCES (continued)

Books and Periodicals

Garrett, H. "Jobie Has a Visitor." Meeting New Friends (level 4). Bond, G.L., et al. Lyons and Carnahan.

Keating, M. "Friends Wanted." Meeting New Friends (level 4). Bond, G. L., et al. Lyons and Carnahan.

Slobodkin, L. One is Good but Two Are Better. Vangard Press, Inc.

Films (Instructional Media, E.S.C.)

Glen Wakes Up

Fun on the Playground

Records

The Ugly Duckling. RCA Victor

Visit to My Little Friend. Educational Record Sales

Materials

hand puppets

dress-up clothes

simple cartoon strips

pictures of social situations

opaque projector

play clay

construction paper

scissors

paste

crayons

UNIT You and Your Community "I know where I live!"

GOALS: To help the child know more about his home, school and community.

PLANS: Guided Conversation:

Readiness: "I live here."
"I know how to cross the street and I know the school guard."

Primary: "I can go home by myself!"
"What would I do if I got lost?"

Intermediate: "I can get around my neighborhood and I know where my friends live."
"I can find my way around Tulsa."

ACTIVITIES

READINESS: Show the film, Strangers. Impress on the children that they should not play on their way to and from school.

Make a play town with blocks, tinker toys, etc. Put in pupils' homes and school.

Introduce traffic lights. Learn what each color means.

Role Playing: "Little Jack Horner stood on a corner,
Waiting to cross the street.
When the light was red, he used his head.
When green, he used his feet."

If possible, take a trip to a nearby fire station, store or shopping center. After returning, identify pictures of community helpers seen on the trip. Name other helpers.

UNIT You and Your Community "I know where I live!"

READINESS: (continued) Let pupils dictate a cooperative story about the field trip. Record this story on the chalkboard or on a chart tablet. Let each pupil copy the story and illustrate it to make a booklet.

Review the fire drill. Invite a fireman or policeman to visit the class and tell about his job.

Review time. Draw a big clock circle on the classroom floor with chalk or tape. Let children stand at twelve, nine, three, etc. (Find times when we do special things).

PRIMARY: Introduce traffic signs. Identify by shapes and colors.

Oral Language: What does a school patrol do? What does he not do?

Role Play: Demonstrate both good and bad cafeteria manners, good sportsmanship on the playground, and manners in the halls and restrooms.

Match words which name things in the neighborhood to their configurations. Make a "word train" on butcher paper. Example: street house play

Write a story: "I live in a white house." "I go to the grocery store."

Learn to recognize words such as "street," "park," "school," "home," etc.

INTERMEDIATE: Learn to read traffic signs. Draw shapes of traffic and road signs and label. Use driver's manual as reference.

Talk about trying out for patrol duty. Discuss the duties of a good patrol.

INTERMEDIATE: (continued)

Discuss various cafeteria jobs and the duties of each (wash tables, trays, dishes; serve food; sweep and mop floor, etc.). Suggest that those who are interested in working in cafeteria talk to cafeteria manager.

Talk about the rules of games played on the playground and in gym. Learn the rules and stress the importance of following these rules.

Compile a list of the stores, parks and recreation centers in the immediate neighborhood.

Chalkboard or ditto sheet exercises: Match shops and neighborhood areas and items or services provided by these places.

Example:
barber shop — haircut
grocery store— food item
variety store— school supplies
service station— get gas for the car
— get car fixed
park — have a picnic

Make a shopping list of school supplies. Go to the store and price each item. Find the total cost of the items listed and the amount of change you would receive.

TEACHER AND PUPIL EVALUATION:

Readiness: Can I recognize and obey traffic lights?
Do I know what bell tells me to come in to school?

Primary: Do I go right home after school?

Intermediate: Teacher-pupil check list: Does a good citizen jay-walk?
Does a good citizen throw his papers in the street?
Should I get in a car with someone I don't know?

UNIT You and Your Community "I know where I live!"

REFERENCES

Books and Periodicals

Karmon, F. Eugene and the City.
Follett Publishing Company

Pitt, V. Let's Find Out About the City.
Franklin Watts, Inc.

Pope, B. N. and Emmons, R. W. Let's Go to the Supermarket. Taylor Publishing Company

Raskin, E. Nothing Ever Happens on My Block.
Atheneum Publishers

Tresselt, A. Wake Up, City.
Lothrop, Lee and Shepard Company

Films (Instructional Media, E.S.C.)

Strangers

Schools and Neighborhoods

Records

Train to the Zoo. Educational Record Sales

Filmstrips (Instructional Media, E.S.C.)

I Live in the City

Shopping in Our Neighborhood

Our Homes and Communities

Materials

large blocks, tinker toys, Lincoln logs

masking tape or chalk for large clock

word and word configuration cards

rules for playground and gym games
(see the physical education teacher)

shapes of traffic signs and traffic sign words
model traffic light

map of the city (Carriage Realtors)

UNIT <u>You and Your State</u> "Oklahoma is OK."

GOALS: To help the children develop these concepts: Tulsa is a city in Oklahoma; Oklahoma is a state in the United States. To develop the child's pride in Tulsa and Oklahoma.

PLANS: Guided Conversation:

Readiness: "What is a city?" "What is a state?" "How is a city and a state different?"
Primary: "Can you name some cities in Oklahoma?"
Intermediate: "Do you know somebody in another city in Oklahoma?" "What cities, besides Tulsa, have you visited?"

ACTIVIITIES

READINESS: Review personal data, name, address, telephone numbers, etc.

Put puzzle parts of Oklahoma flag together; use colored construction paper.

Pick shape of Oklahoma map from two other state maps.

Color outline map of Oklahoma. Place a star where Tulsa should be.

Draw and/or color picture of our state flower, mistletoe.

Learn name of and color picture of scissortail flycatcher.

March and sing "Five Little Cowboys" and/or "Ten Little Indians."

ACTIVITES (continued)

PRIMARY: As a group project locate and mark the approximate location of places in Oklahoma which are familiar to pupils.

Trace and learn to recognize some of the words used in the unit: Tulsa, Oklahoma, cowboy and Indian.

Read to class stories about Indians and early settlers.

Learn to recognize state flag, flower and bird. Use ditto sheets to color, cut and paste.

Discuss the relationship between Tulsa and Oklahoma. As a comparison of the relationship of Tulsa to Oklahoma use the relationship between the school building and the school grounds.

INTERMEDIATE: Use box of letters (flannel or cardboard) and work in pairs to spell words from Oklahoma Unit.

Use a map to locate the five largest cities in Oklahoma. List in order of size.

See how many rivers in and around Oklahoma you can locate.

Monoprint: place Oklahoma map under thin paper. Spread starch and tempera on a smooth surface, such as formica table top. Make map design with fingers or various gadgets. Place paper over map and smooth gently with fingers from center to the edges; this provides outline of map. Remove paper carefully.

Decorate bulletin board with names or pictures of cities, rivers and lakes of Oklahoma.

Use tape recorder to learn the words of the song "Oklahoma."

UNIT **You and Your State** "Oklahoma is OK."

ACTIVITIES (continued)

TEACHER AND PUPIL EVALUATION:

Readiness: Can child select state flag, flower and bird from among others?
Primary: Can the child find Oklahoma on a United States map? Does he know the name of his state and city?
Intermediate: Can the child place Tulsa properly on a map of Oklahoma? Does he have a fair concept of state and city size, and know in what other ways they differ?

REFERENCES

Books and periodicals

Oklahoma Today. State of Oklahoma periodical

Films (Instructional Media, E.S.C.)

Oklahoma: A Portrait of Progress

Oklahoma Holiday

Scissortail, Our State Bird

Records

Oklahoma (see speech or music teacher in building)

Materials

outline map of Oklahoma

dry tempera and starch

Oklahoma flag and uncolored replicas

copies of the song "Oklahoma"

pictures of the state bird and flower

REFERENCES (continued)

Books for Intermediate level only

Constant, A. Willie and the Wildcat Well.
Crowell.

Davis, R. Choctaw Code.
McGraw

Heck, B. Millie. World

Robinson, W.P. Where the Panther Screams.
World.

UNIT Our Country's Beginning "Let's Play Indians and Pilgrims!"

GOALS: To encourage pride in our American heritage.
To cultivate an attitude of thankfulness for the things we have.

PLANS: Guided Conversation:

Readiness: "What is a Pilgrim?"
Primary: "How did the Indians help the Pilgrims?"
Intermediate: "Why did the Pilgrims come to America?"
(Teacher should point out that the Pilgrim Fathers came to America to be free from religious restrictions, indebtedness, and to make a home of their own in a new land).

She should also bring out the responsibilities that each shared that first hard year; the fact that their very existence depended upon one another and let class compare with the responsibilities that we have today.

ACTIVITIES

READINESS: Make Indian beads of macaroni. (Use large elbow macaroni, place on newspaper, spray with bright-colored paint turning macaroni on all sides; then string on heavy sewing or crochet thread).

Make headdress of muslin, paper-sack, or construction paper. Fringe paper for feather.

Find Indian foods: grapes, corn, cranberries, turkeys. (Patterns or pictures cut from magazines).

Make Indian shirt of brown fringed butcher paper.

Cut from magazine, or find in teacher's collection of pictures, things to be thankful for.

UNIT Our Country's Beginning "Let's Play Indians and Pilgrims!"

ACTIVITIES (continued)

READINESS: Classify foods: nuts, fruits, fowl, deer, fish.

Using boxes, long and not too wide make houses for a Pilgrim village and Indian village. (See illustration).

Make paper sack turkeys.

Make Indian shakers with styrofoam coffee cups containing rocks or beads and do Indian dance.

PRIMARY: Ask, "How do you feel when someone won't let you play or takes your things?" Encourage pupils to talk about how they feel. Point out that this is the way the Pilgrims felt before they came to America.

Read a story about the first Pilgrims and their journey to America. Try to bring out the idea that a pilgrim is a person who moves to a new place to find a better way to live. This is why the early settlers came to America.

Discuss: Have you ever been a pilgrim? Where did you go? Why did you move?

Role Play: Pilgrims leave for America. Pilgrims land in America. Indians greet them. Act out how Indians helped Pilgrims. (See play "The Pilgrims Come to America.")

Fill an aquarium with 4 to 5 inches of dirt. Plant corn. Watch results.

Help Readiness group make Pilgrim and Indian costumes.

Have a Thanksgiving feast: pop corn, cook cranberries to make cranberry sauce. Serve with grape juice. Let Pilgrims serve Indians.

UNIT Our Country's Beginning "Let's Play Indians and Pilgrims!"

ACTIVITIES (continued)

PRIMARY: Make a wall design of turkeys. Use heavy cardboard, trace around the child's hand to make outline of turkey. Fill in with colored popcorn, dried peas and beans. (Use Elmer's glue).

Match, trace and learn to recognize words such as Thanksgiving, Pilgrim, Indian, and associated food words.

Walk heel to toe on a balance board or a tape line on the floor "Indian fashion".

Follow the leader on an "Indian trail" outside.

INTERMEDIATE: Teacher reads to class "The Thanksgiving Story" by Alice Dalgliesh, or a story recommended by the school librarian describing the voyage of the Mayflower, landing of Pilgrims, etc.

Role-Playing: One group shows that first hard year the Pilgrims endured; second group contrasts it with our modern Thanksgiving Day feast followed by movie or football game. Discussion follows as to what we have in common with the boys and girls of that day.

Suggest the more able readers read orally stories from "Indians Then and Now" in Stories From Everywhere, 3rd grade classmate edition from Lyons & Carnahan Developmental Readers., and give in form of book-report.

Make a collage created by arranging materials of various colors, textures or dimensions relating to Thanksgiving on a background such as paper, cardboard, cloth, or wood. Materials could be burlap, felt, cloth, string, yarn, thread, rickrack, colored paper, ribbon, small shells, pods, seeds, buttons, etc.

Write for a free copy of Guidelines to the American Way of Life, Vol. 1, to Freedoms Foundation at Valley Forge. There are 6 units in this booklet, as follows: Our Way of Life, Our Heritage, Citizenship, Free Enterprise, Economics, Experience Exercises in Americanism, and Quotations. Put a model letter on the board and let the students

ACTIVITIES (continued)

INTERMEDIATE: copy it. Let them vote on the neatest letter to be sent. Use principal's O.K. on letter.

Give students the opportunity to write for the "Indians" Series, which is a series of leaflets covering a different aspect of Indian life. There are nine leaflets and single copies available free of charge. The following leaflets might be interesting: Indians: Ancestry Facts, Indians: Food and Cookery, Indians: Languages, Indians: Music, Indians: Origin, Indians: Religions and Ceremonials. Address: U. S. Dept. of the Interior, Bureau of Indian Affairs. Washington, D.C.

Plan a unit to enter for the Freedom Foundations.

TEACHER AND PUPIL EVALUATION:

Readiness: Are we more thankful for everyday things?
Primary: Do we know more about our country's beginnings?
Intermediate: Can we tell why we are glad that we live in America?

REFERENCES

Books and Periodicals

Dalgliesh, A. The Thanksgiving Story. Scribner

Hays, W. P. Pilgrim Thanksgiving. Hale

Pine, T. The Pilgrims Knew. McGraw-Hill

Shapp, C. Let's Find Out About Thanksgiving. Watts

Films (Instructional Media, E.S.C.)

Early Settlers of New England

A Day of Thanksgiving

The Pilgrims

UNIT Our Country's Beginning "Let's Play Indians and Pilgrims!"

REFERENCES (continued)

Filmstrips (Instructional Media, E.S.C.)

Meaning of Thanksgiving

Thanksgiving

Mary's Pilgrim Thanksgiving

Records

Little Indian Drum. Educational Record Sales

Materials

butcher paper

scissors

glue or paste

magazine pictures

various size boxes

styrofoam coffee cups

pop corn

cranberries

grape juice

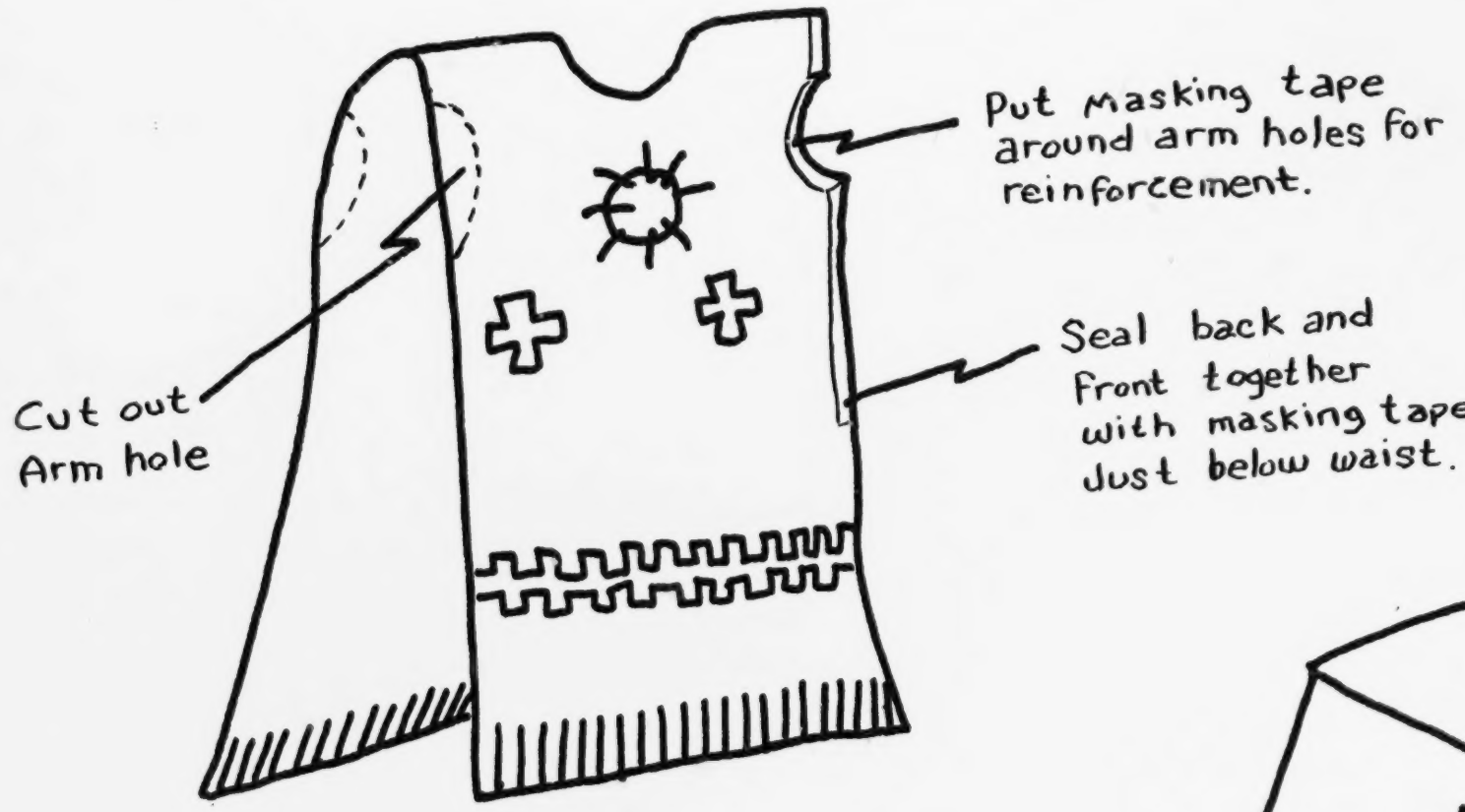
materials listed for collage

elbow macaroni

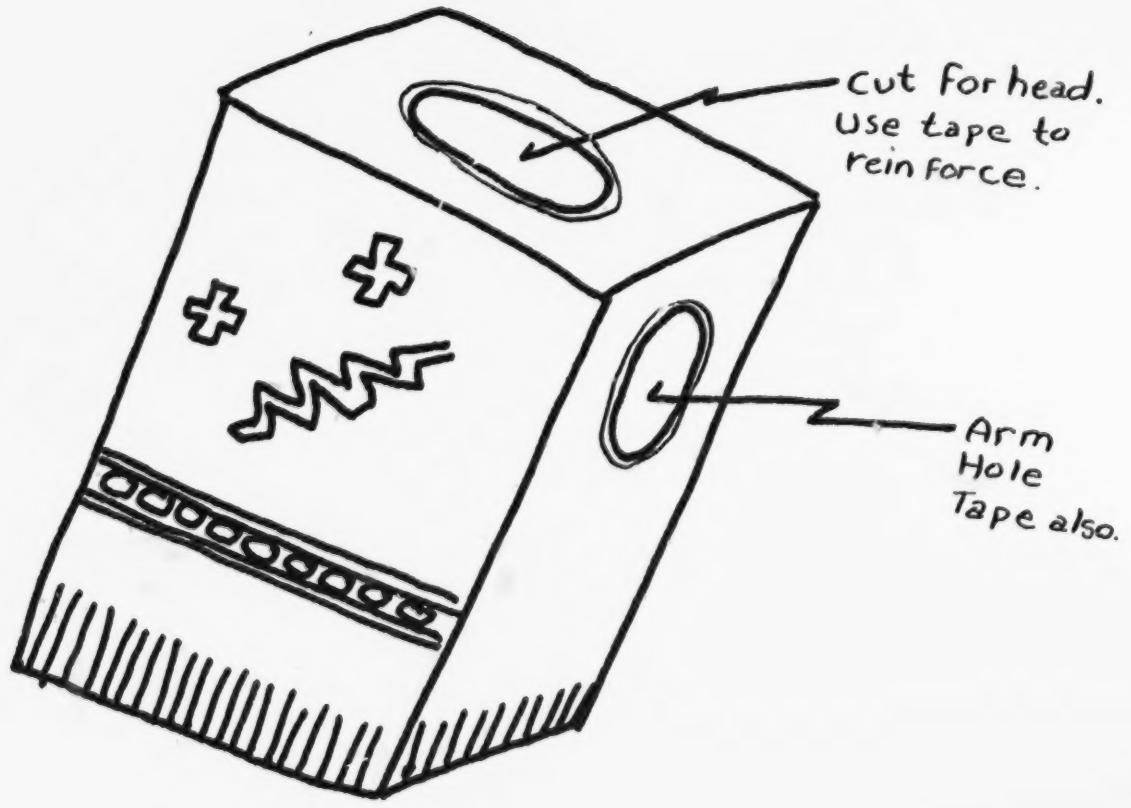
paper sacks

crayons

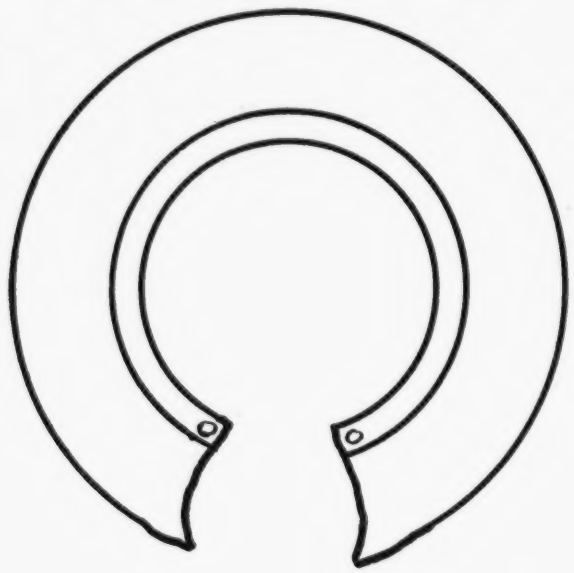
tempera



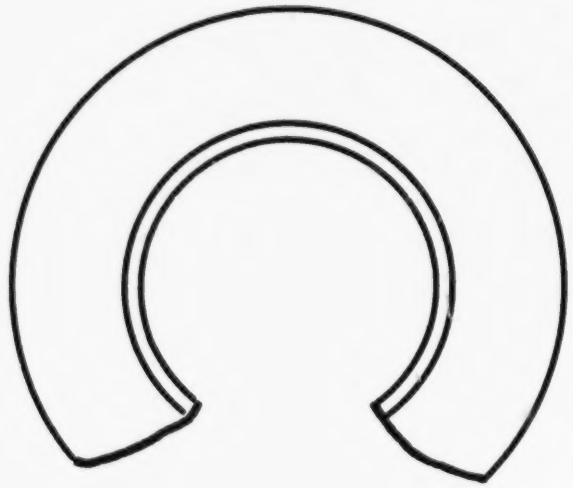
Butcher Paper



Grocery Sack



COLLAR



HAT

Patterns for Pilgrim Hat and Collar
made from paper plates

The Pilgrims Come to America[1]

Act I

First Pilgrim Girl: "How the Mayflower rocks. The sea is so rough today."

Pilgrim Mother: "Don't be afraid, the strong wind will help us get to America."

Pilgrim Boy: "It frightens me when the wind tosses our ship about. I wish we were back in Holland."

Pilgrim Mother: "Don't talk about our old homeland."

Pilgrim Girl: "Mother, why do we have to cross the ocean?

Pilgrim Mother: "We are going to a new land so we can worship as we please."

Pilgrim Boy: "Father, tell us again what the new land will be like."

Pilgrim Father: "It is a wonderful place. There are great forests of trees with which to build our homes and we will see Indians there too."

Pilgrim Boy: "I will be glad when we get to America. It will be fun to play with Indians."

1. Marian Whitehead, EMH Teacher, Remington Elementary School.

Pilgrim Mother: "Look, here comes Neighbor Jones and their new baby."

Neighbor Jones: "Good day to you."

Pilgrim Mother: "Good day, sit down."

Pilgrim Boy: "Isn't that a cute baby? What is his name?"

Neighbor Jones: "We call him Oceanus because he was born on the ocean."

Pilgrim Father: "Listen, I hear cries coming from the deck!"

Sailor: "Land! We see land!"

Captain Standish: "It is true, we have reached America!"

Act II

Indian Chief: "Welcome to America."

Indian Squaw: "We have some beads for you."

Captain Standish: "Thank you."

Indian Brave I: "We have food for you."

Indian Chief: "We have corn for you."

Pilgrim Mother: "I have never seen corn before. Where does it come from?"

Indian Brave II: "We will teach you to plant and raise corn."

Captain Standish: "One year from today we will have a great feast on this very spot, and will call it the first Thanksgiving."

Song

We are little pilgrims.
We come from far away.
We are happy to be in America
with you Indians today.
Yes, we are happy today.

We are little Indians.
We welcome you today.
We are happy to be in America
with you pilgrims today.
Yes, we are happy today.

We are all Americans.
We are here today.
We are happy to be in America
with you people today.
Yes, we are happy today.

Happy Americans!
Happy Americans!

Tune: Chicken Fat, Instrumental (play at 33 1/3 rpm)

UNIT <u>You and Your Money</u> "I've got some money. What can I buy?"

GOALS: To help children learn how to handle, spend, save, and borrow money.

PLANS: Guided Conversation:

Readiness: "How many coins can you name?"

Primary: "Can you name some things that a penny, nickel, dime or quarter will buy?"

Intermediate: "Is there another kind of money? What is it called?"

ACTIVITIES

READINESS: Bank lunch money. Appoint an older pupil as "banker." Use a progress chart with coins taped across the top. Ask each pupil to tell how many coins he has of each denomination. Let the banker record the number of coins if pupils are not able to record this for themselves.

Ask child to match five fingers to five pennies to learn that there are five pennies in a nickel.

Make coin prints of both sides of a penny, nickel, dime and quarter by putting coins under paper and marking over with pencil or crayon until the outline and design are clear.

Sort pennies, nickels, dimes and quarters according to denominations. Check out coins to pupils and have them check the coins back to teacher.

ACTIVITIES (continued)

READINESS: Discuss with class the necessity of paying back something that is borrowed and the difference between "giving" and "borrowing." Bring out that you can't buy friendship with money.

Show pictures of pairs of items grossly different in price and ask which costs more or less, e.g., coat vs. ice-cream piano vs. pie.

PRIMARY: Teach pupils to recognize and name all the coins. Match the name with the correct coin.

Make change up to 25 cents.

Make a list of items that cost less than 25 cents. Have children go to the store and find the price of each (homework). List the price of items on the chalkboard. Make ditto sheets with pictures of the items and have children find the correct price for each item on the sheet.

Plan a gift. Determine the cost and plan ways of saving or earning the necessary money.

Complete a matrix adding amounts up to ten cents (see illustration).

INTERMEDIATE: Draw around coins and allow children to fill in value of coins according to size. Illustrate combinations of coins that add up to a dollar.

Make a menu on board. Work out different combinations for children to determine cost. Example: hamburger--15 cents coke--10 cents hot dog--15 cents pie--10 cents.

Remove pages 269-274 from Elementary School Mathematics, workbook 2 (Addison-Wesley). Allow each child to work on his level. See regular grade teacher for books if not in the room.

ACTIVITIES (continued)

INTERMEDIATE: Plan with students a gift for a friend. Use Christmas, birthday or friendship as reason for gift. Set up a definite program as: cost of gift and how much money must be saved each week.

Complete a matrix (see primary illustration) using amounts up to fifty cents.

Use a sales catalog. Allow students to shop for school clothes. Encourage wise shopping.

TEACHER AND PUPIL EVALUATION:

Can I name all the coins? Can I handle my own lunch money? Do I make good choices when I spend money?

REFERENCES

Books and Periodicals

Brenner, B. Five Pennies. Knopf

Rossomando. Earning Money. Watts

Rossomando. Spending Money. Watts

Filmstrips (Instructional Media, E.S.C.)

Our Home and Our School Series

Learning to Use Money

REFERENCES (continued)

Materials

chart paper, oak tag, construction paper,
white wrapping paper for coin prints

crayons

supplies for play store, newspapers, clothing
and toy catalogs.

Sears or Montgomery Ward catalogs, or newspaper
ads for clothing

an assortment of coins

ditto sheets with drawings of items from shopping
list; ditto sheets of matrices for primary and
intermediate children

NAME: _____

+	1 ¢	2 ¢	3 ¢	4 ¢	5 ¢
1 ¢					
2 ¢					
3 ¢					
4 ¢					
5 ¢					

NAME	1¢	5¢	10¢	25¢
Patty	Scotch tape Real coin			
Bill				

Money Chart for Bank

UNIT Your Health and Safety "I want to be big and strong."

GOALS: To help the children know and practice good health and safety habits.

To help them realize that when they do not practice good health habits they can harm others as well as themselves.

PLANS: Discussion: (Tips to teacher)

If children come from homes where they eat a good breakfast ask them to tell what they have had to eat. If you teach in an area where children are apt to have very little breakfast, or none, wait until after lunch to discuss food of any kind.

ACTIVITIES

READINESS: Invite school nurse to talk with class about health rules in the classroom. Ask her to stress washing hands before and after lunch, neatness and cleanliness of clothes and body.

Discuss and review with class rules for safety at home and at school.

Make a cleanliness chart for classroom. (See illustration at end of chapter).
Allow each child to find his own name and check his record each day.

Let children choose pictures of boys or girls who look healthy and neat. Then discuss what foods are needed to develop strong bodies, what rules are followed for cleanliness.

Introduce traffic signals stressing shapes. Let children see and talk about the words.

UNIT Your Health and Safety "I want to be big and strong."

ACTIVITIES

READINESS: Divide children into two groups. Let one group place safety signs on imaginary road, have the other group drive small vehicles and obey the traffic signs. Roadway may be made on the floor with masking tape.

Allow children to role-play after a story about the doctor, dentist or hospital. Children may draw pictures to illustrate some part of story.

PRIMARY: Name and discuss four basic food groups. Before lunch each day read the cafeteria menu, select one item from each of the four basic groups. Stress the need for drinking liquids especially water.

If possible visit a nearby grocery store. Find out how foods are kept fresh and why some foods are canned or frozen.

Visit the school cafeteria; see how foods are kept clean.

Blindfold pupils: Ask them to identify a selection of foods by smelling.
Taste and describe each food, sweet or sour, wet or dry, hard or soft, etc.
Try to name the food.
Try to identify fruits and vegetables by feeling.

Plan a good grooming bulletin board; list and collect the necessary items (washcloth, soap, toothpaste, toothbrush, comb, etc.). Allow older students to help post the bulletin board.

Talk about the proper treatment of minor cuts and scratches. Make a chart illustrating each step. (1) wash with soap and water, (2) treat with antiseptic, cover with bandage if necessary.

ACTIVITIES (continued)

INTERMEDIATE: Plan a menu which includes three meals per day. Make certain that the basic four (dairy products, protein--meats, fruits and vegetables, bread and cereals) are included in every meal. Allow students to make a three meal bulletin board if they wish.

List several different foods on board; ask students to categorize them under the four basic foods.

As a cooperative effort (with teacher's aid, write for a Good Health Record for each class member).
Write to: Kellogg Company
Dept. of Home Economics Services
Battle Creek, Michigan 49016

Devise a test to be copied from board. Ex. (1) Your teeth should be brushed (daily--once a week-once in a while) (2) You should drink lots of (coke--coffee--milk) (3) Which is best for a snack? (candy--an apple--ice cream)

If possible have a student bring a tooth that someone has lost. Put it in a soda solution and watch it daily.

Make safety signs from construction paper, using same color as sign. Magic marker may be used for lettering, readiness children can use them.

Design individual covers for "Health and Safety" booklets. Include rules and illustrations that have been used in the classroom.

UNIT Your Health and Safety "I want to be big and strong."

TEACHER AND PUPIL EVALUATION:

(For all groups) Did I follow the safety rules on my way to and from school this week?
Do I know what foods make me strong and healthy?

REFERENCES

Books and Periodicals

Aliki. My Five Senses. Crowell

Leaf, M. Safety Can Be Fun. Lippincott

Showers, P. How Many Teeth? Crowell

Showers, P. Your Skin and Mine. Crowell

Films (Instructional Media, E.S.C.)

Dottie and the Dentist

Sniffles and Sneezes

You and Your Food

Tommy's Day

You and Your Five Senses

Your School Safety Patrol

Films (Instructional Media, E.S.C.)

Lucky You

I'm No Fool with a Bicycle

How to Catch a Cold

Tommy's Healthy Teeth

Your Friend, the Doctor

Let's Think and Be Safe

Let's Play Safe

Safety on the Street

Safety on the Way to School

The Safest Way

UNIT Your Health and Safety "I want to be big and strong."

Filmstrips (Instructional Media, E.S.C.)

Primary Health Series:

Keeping Clean

Straight and Tall

Keeping Well

Rest and Sleep

Our Homes and Our School Series:

Learning about Health and Safety

Living Safely Series:

Safety in the Home

Sing a Song of Safety, Part II

Sing a Song of Safety, Part IV

Skimpy and a Good Breakfast

Filmstrips (Special Education Resource Center)

Encyclopedia Brittanica

Learning About Health Series

REFERENCES (continued)

Filmstrips (Special Education Resource Center)

Encyclopedia Brittanica

Health Stories Series

Records

Concept Records: Vol. 2

Materials

small safety signs

masking tape

small cars and trucks

MY HEALTH CHART

NAME	Washed My Face	Washed My Hands	Combed My Hair	Brushed My teeth
Susie				
John				
Cathy				

UNIT <u>You Must Decide</u> "I'm learning to choose!"

GOALS: To help the child make wise choices.

PLANS: General Discussion:

When a child says, "Well, Jimmy told me to do it!" involve the group in a discussion of why the child would let Jimmy tell him what to do. Bring out who pays for the mistake. Ask, "If you have to pay the price, why don't you decide for yourself?" The teacher should involve the group in decision-making at every opportunity. There will be a "boss" such as the teacher, the principal, parents or the patrol on the playground; still the child must make certain decisions for himself and he is responsible for the decisions he makes.

ACTIVITIES (continued)

READINESS: Play the game, "See if I Can Fool You!" Teach the meaning of the phrases: "in this room," "in this school," "in this yard." Explain to the group, "I'm going to try to fool you. If I am wrong you must tell me." Then make a statement such as, "Joe has no hair (nose, eyes). Bill, Joe has no hair." Bill is helped to understand that he is to correct the teacher's statement by saying, "Yes, Joe does have hair." As children catch on, progress to more obscure statements such as: "There is a real elephant in this room!" "There is a big jet (airplane) in this yard!" "Johnny's head touches the ceiling!"

After the children have learned to identify colors, mount colored silhouettes of common items such as a car, jet, ball, box, house, chair, bed, book, table, tree and cup. Hold up a silhouette of an item other than a tree and say, "This is a tree." Help the child to know he must answer, "No, it is not a tree." Vary the game by showing three pictures, two of which are alike, such as two balls and a tree. Say, "These are all balls." The child should answer, "No, these are not all balls. This one is a tree."

ACTIVITIES (continued)

READINESS: Role play: "What am I afraid of and what can I do about it?" Let class discuss what to do. Let the child who is afraid act out suggestions which he thinks might help. Topics might include: "the dark room," "my shadow." Suggestions about fear of a dark room might include: "Turn on the light, go in and look around." Just think, "There is nothing in there and go on in." "Turn on the light and let it stay on." Ask mother to leave light on outside room.

Let children use a doll house and dolls to dramatize fears, likes and dislikes.

PRIMARY: Discuss with children: Do you like to feel good? What kinds of things make you feel good? How do you get these things? Is there more than one way to get what you want? Are some ways better than others? How do you know which ways are best? Try to bring out the idea that you must get the things you want without hurting others.

Let children use puppets to act out various ways of doing things.

Use the opaque projector to show situational pictures. Let children tell what is happening, what could have caused the event and suggest other solutions.

In appropriate situations, discuss what happened, why it happened and who is responsible for actions (the person who acts or the person who tells him what to do). Always try to elicit more appropriate actions.

Cooperate with the intermediate group. Plan a TV show. Let older children write the script and younger children illustrate each scene on a continuous roll of butcher paper. Make a stage out of a box (see illustration). Use dowel rods at each side of the stage. Roll the pictures as the story is narrated.

Encourage children to make their own choices such as foods at lunch, color of art paper, etc.

ACTIVITIES (continued)

PRIMARY: Play a game: What Happens if--you touch a hot stove?
--play in the rain?
--stay up all night?

INTERMEDIATE: Read to group a story which involves decision making. Leave the ending open. Allow the children to discuss what decisions they would make. Then check to see what the author says.

Role play: Act out wrong and right behavior. Let children discuss these actions and decide which is best (example: buying a candy bar versus stealing it).

Use the following activities to help students become aware that others have reasons for their responses.

About the Answers Yes and No.

You often have questions to ask these people: mother, father, teacher, neighbors. Sometimes when you want to do something, and you ask a question, these people may smile and say, "Yes, you may do that," or "Yes, you may go." Sometimes the same people think for a moment and say, "No, you may not do that," or "No, you may not go." Let's take an example. When you ask the question, "May I go to the grocery?" the answer may be "yes." But when you ask, "May I go downtown?" the answer may be "no." What might be some of the reasons why grown-ups say yes when you want to go to the grocery store? Example: They may know that you have found your way there and back before. What are some reasons why they might say no when you ask to go downtown? Example: They may know you have never gone downtown alone before and you might get lost. Can you think of other reasons? [1]

[1] F. H. Dykstra and R. H. Ojemann. "Oliver Think-Tank the Eye," P.3, A Teaching Program in Human Behavior and Mental Health. Cleveland: Educational Research Council of America, 1965.

ACTIVITIES (continued)

INTERMEDIATE: See What You Can Do With These

Put the word that fits best in each of the blanks below.

ashamed	disappointed	confident
anxious	embarrassed	
greedy	lonesome	

When Marla changed schools, she had to make new friends. It wasn't easy. For the first few days she often felt _____.

Jack loved cake. One week he spent his money for a cake from the bakeshop. He ate it all up himself. During the night, when he didn't feel so good, he wished he hadn't been so _____.[2]

TEACHER AND PUPIL EVALUATION:

Readiness: Is the child moving in the direction of making better choices?
Primary: Is the child beginning to see cause and effect in simple situations?
Intermediate: Is the child beginning to see cause and effect in more complex situations?

REFERENCES

Books and Periodicals

Credle, E. Big Fraid, Little Fraid. Nelson

2 F.H. Dykstra and R.H. Ojemann. "Yes or No," pp. 4-5, A Teaching Program in Human Behavior and Mental Health. Cleveland: Educational Research Council of America, 1965.

UNIT You Must Decide "I'm learning to choose!"

REFERENCE (continued)

Books and Periodicals

Erickson, P. Just Follow Me. Follett

Ets, M. Bad Boy, Good Boy. Crowell

Garrett, H. Angelo, the Naughty One. Viking

Miles, M. Teacher's Pet. Little

Vreeken, E. One Day Everything Went Wrong. Follett

Materials

colored silhouettes of common items:
house, car, tree, ball, jet

puppets

dolls and doll house

box for TV, butcher paper, crayons, dowel rods

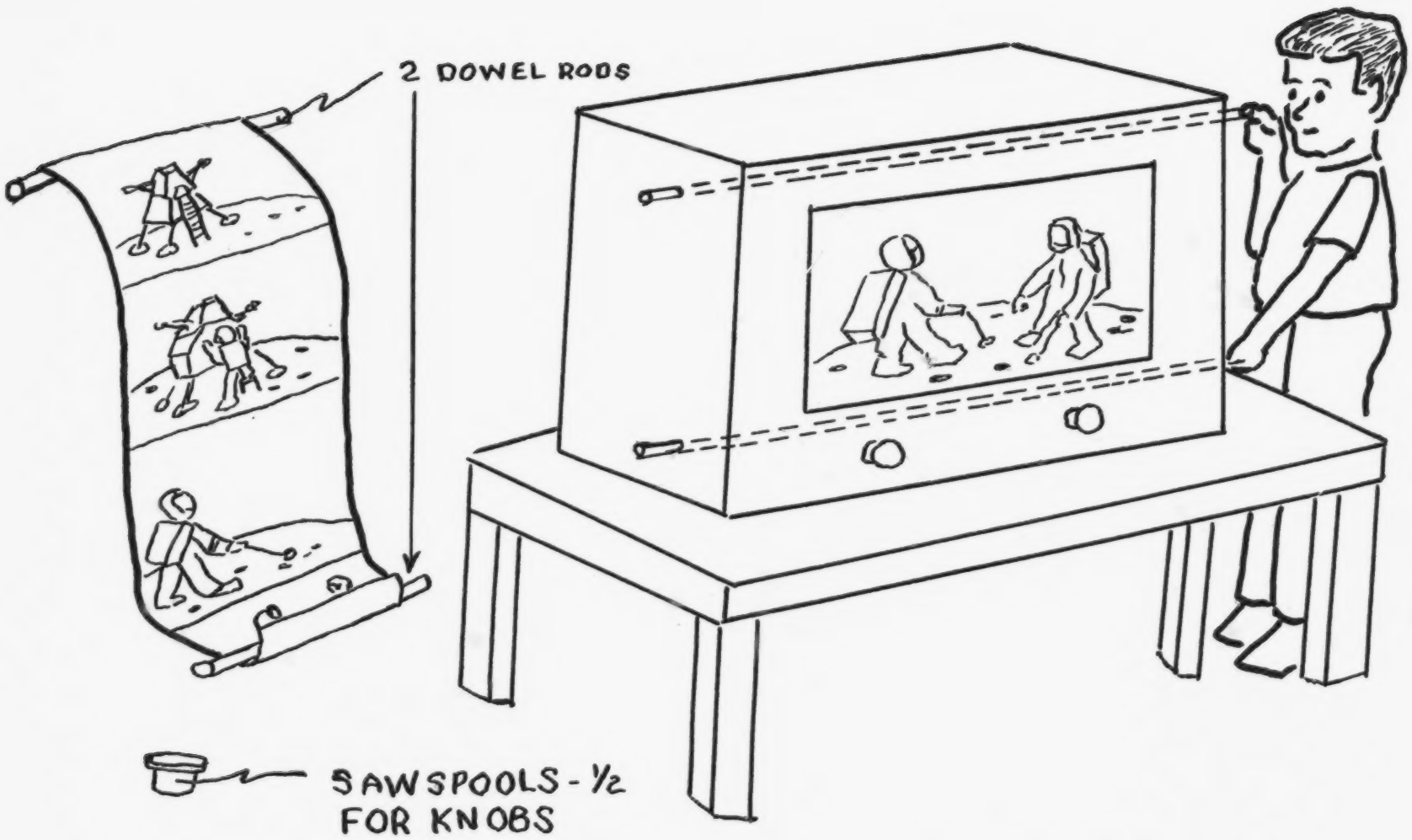
Films (Instructional Media, E.S.C.)

Golden Rule: A Lesson for Beginners

Filmstrips (Special Education Resource Center)

Encyclopedia Britannica Filmstrip:

What's Wrong?



T. V. Show

UNIT You and Your Manners "I remembered to say thank you."

GOALS: To help the child develop ways to meet the approval of others and to feel successful because he is thoughtful and kind.

PLANS: Guided Conversation:

Condition younger children to say "please" and "thank you." Praise them when they remember to use these words.

Ask older children why they feel more like giving when someone asks in a polite way instead of demanding or grabbing.

Bring out to all the children that manners are a good way of telling others that you like them and you want them to like you. Ask them to think of different ways they can show good manners and demonstrate to class.

ACTIVITIES

READINESS: Use action sentences given by teacher involving "please" and "thank you." e.g. "Will you please bring me that book? Thank you for bringing the book."

Use role playing to find opportunities to use the words "please" and "thank you."

Make a scrapbook of pictures and/or drawings showing group situations where good manners help all to have a good time.

Take a trip where the children can practice using good manners. The trip may be within the building, if necessary.

ACTIVITIES (continued)

READINESS: Plan a happy day where children do activities which require good manners: e.g. cooperative crafts, a room decoration, story time or a party.

PRIMARY: Show and discuss filmstrip or film about good manners.

Talk with children about "What do other people do for you that makes you happy?" Give the children ideas as: shares his crayons, plays with me or takes his turn. Allow the children to illustrate with drawings.

Make a "Who's Who" bulletin board. Allow students to select those who have practiced good manners and post their pictures.

Plan a party. Select a host, guests and waiters. Prepare and serve some type of food. Practice good manners; discuss using the same good manners at home and in the cafeteria.

Construct a set of rules for borrowing: e.g. ask permission and say "please;" use carefully; return in good condition and say "thank you;" share your materials.

INTERMEDIATE: Make a list of courtesy words: e.g. "please," "thank you," "excuse me," "I'm sorry." Have students make sentences using the words.

Use chart to remind children to be courteous every day. Stars may be used as rewards for remembering. Children may paste in their own stars. (See illustration).

Each day have a different child tell the group about a courtesy that has been shown to him.

Read aloud to class chapters from; Manners Can be Fun, by Munro Leaf.

ACTIVITIES (continued)

INTERMEDIATE: Compose an appropriate thank you note to an adult who has done something nice for the class. Write the note on the board or on large chart paper and allow the class to copy and have them choose one to send.

TEACHER AND PUPIL EVALUATION:

Readiness: Am I becoming more aware of the need to use good manners?
Primary: Do I know what to say when someone helps me? When I make someone unhappy?
Intermediate: Am I trying to be nicer to others so that we can get along better in the classroom and on the playground?
Am I trying to be better-mannered at home?

REFERENCES

Books and Periodicals

Gill, J. Hush, Jon. Doubleday

Kessler, L. Did You Ever Hear a Klunk Say Please? Dodd

Leaf, M. Manners Can Be Fun. Lippincott

Slobodkin, L. Thank You. You're Welcome. Vanguard

Stillman, P. That Happy Feeling of Thank You. Doubleday

For teacher's use: Lippitt, et al. Social Science Resource Book. Science Research Associates, Inc.

UNIT You and Your Manners "I remembered to say thank you."

REFERENCES (continued)

Filmstrips (Special Education Resource Center)

Encyclopedia Britannica Filmstrips:

Manners at School

Manners at Play

Records

Manners Can Be Fun. Educational Record Sales

Materials

pictures of groups

scrapbook materials

student pictures

gold stars for chart

Name of child _____

	Mon	Tues	Wed	Thur	Fri
Used a courtesy word- please, thank-you, sorry					
Opened a door for someone					
Carried a package					
Complimented someone's appearance					
Listened while someone else was talking					
Waited for my turn in line					
Shared a game or activity					
(Add others as needed in individual classroom)					

UNIT How You Communicate "Teacher, I called my grandma last night."

GOALS: Readiness: To help the child express his desires orally.
To help him follow simple directions.
Primary: To help the child communicate in complete thought units.
Intermediate: To help the child communicate more effectively at school and in the community; to be aware of different kinds of communications.

PLANS: Guided Discussion:

Discuss the different sounds that we hear and what they tell us. Help the children realize that sounds tell us things. Allow the children to verbalize in short simple sentences what sounds say to them. Repeat this procedure with visual skills. Ask children, " hat can we learn by watching?" Try to bring out the idea that we use words to tell others what we hear, see, and think.

ACTIVITIES

READINESS: Choral speaking. e.g. Sing or say "Hickory Dickory Dock," etc. Conversation to follow. "Something ran. It was a _____." "Something struck one. It was a _____, etc."

Playhouse, provide toy telephone. Observe how child uses telephone.

Have child say his name and tape it. Work on his speech if there is need. Retape later.

Play game of "Hand Piling." Teacher gives oral directions as, "Joe, put your hand on the table." "What did you do, Joe?" Ask child to answer in complete sentence, "I put my hand on the table" or, "I put my hand on Joe's hand." Continue until all have participated.

ACTIVITIES (continued)

READINESS: Play the Preposition Game. Draw a picture of a table and a chair on chalk board. Have child identify pictures by name. Explain group will play a game with cookies (in plastic sacks) or apples. Say "Billy, take this cookie and put it on the chair." Then ask Billy where the cookie is. Help the children to reply in sentences, use words as "over," "under," "on," etc. Before game is ended allow all children to participate, then all can share cookies or divide apples.

PRIMARY: Sentence Patterning--Teacher begins with a statement such as; "I'm wearing a red dress, what are you wearing, John?" John replies, "I'm wearing a green shirt." "Charles, what are you wearing?" Each child contributes.

Following oral directions: begin with one simple direction, have the child repeat the direction before executing it. As he becomes more capable give two then three or more directions at one time. Be sure that directions are executed in the correct sequence.

Listen for sounds; identify source; are they coming from the inside or outside?

Watch a selected television show as homework. Discuss what happened, write an experience story on chalk board.

Use an opaque projector to show a cartoon sequence omitting the last picture. Have pupils orally complete the story.

Describe an item by feeling it and not looking at it.

List greetings for appropriate season on the chalk board. Let children make greeting cards using these sayings.

ACTIVITIES (continued)

INTERMEDIATE: Bring directions from box of cake mix. Have student read directions orally; other students listen and discuss whether instructions read were clear to them. Have students look for simple recipes that can be put on the board for the class to copy.

Record students voices as they give instructions on going to shopping center; to school; to city. Students listen to tapes and discuss whether instructions are understandable.

Ask speech teacher for a simple play that is suitable for the group. Older students narrate; younger or less capable take small parts.

Watch the newspapers for a current event's story. If the story continues for more than one day allow students to collect the articles and make booklet. Read and discuss with the students.

After collecting newspaper articles, contact Tulsa World, Tribune, or Oklahoma Eagle and plan field trip.

Discuss different ways man communicated from early times until now and list on board.

Have those who are interested and/or capable look up background in reference books and work together on simple reports:

Cave-man Writings and Drawings
Scrolls and Messages Found in Early Days
The Greek Runners
Indian Smoke Signals
Indian and African Drums
Sign Language
River Transportation of Mail

UNIT How You Communicate "Teacher, I called my grandma last night."

ACTIVITIES (continued)

INTERMEDIATE:

Pony Express of Mail
Paul Revere's Ride
Telegraph
Morse Code
Phonograph
Telephone
Transatlantic Cable
Radio
Television
Satellites

TEACHER AND PUPIL EVALUATION:

Readiness: Am I learning the names of things around me?
Primary: Do I talk so people can understand me?
Intermediate: Do I understand better what I see and hear? Do I feel other people understand me?

REFERENCES

Books and Periodicals

Barr, J. Mr. Zip and U. S. Mail. Whitman

Bereiter & Engelmann. Language Learning Activities. Anti-Defamation League

Engelman. Preventing Failure in the Primary Grades. Science Research Associates

REFERENCES (continued)

Books and Periodicals

Bell, N. Linda's Air Mail Letter. Follett

Feigenbaum. This Is a Newspaper. Follett

McCall, Edith. How We Get Our Mail. Benefic

Meshouer, L. You Visit a Newspaper--Television Station. Benefic

Toose, R. Telephone Wires Up. Melmont

Films (Instructional Media, E.S.C.)

Cities and Communication

We Learn About the Telephone

Filmstrips (Instructional Media, E.S.C.)

Communications

Records

Sights and Sounds (Feeling and Perceiving). Children's Music Center

REFERENCES (continued)

Records

Child's World of Sounds. Children's Music Center

Say-Along Stories. Children's Music Center

Shhh Bang. Children's Music Center

Muffin in the City; Muffin in the Country. Children's Music Center

Materials

toy telephone

cake mix box

opaque projector

greeting cards

tape recorder

simple socio drama

newspaper

UNIT You and Mobility "Teacher, we're gonna move next week!"

GOALS: To help the child understand that there are many ways to travel, many places to go and other places to live. When you make a change you must make friends to find happiness.

PLANS: General Discussion:

How many ways of traveling are you familiar with? Can you think of other ways? What do you think is the fastest way to travel? The slowest? If you could take a trip how would you like to go? How would you make friends if you moved to a new place?

ACTIVITIES

READINESS: Review personal data emphasizing address. Ask children to tell how they get to and from school (walk, ride bike or bus, etc.). Ask them to name other ways.

Let children tell about recent trips and how they traveled.

Discuss ways of moving from one place to another.

Make a playtown in a corner of the school room. Use cars, buses, trucks and planes for transportation.

Make a collective scrap book of different places to travel on land.

Make vehicles from shapes (circles, rectangles and triangles) or just large and small blocks.

Classify different types of transportation using pictures.

ACTIVITIES (continued)

READINESS: Make a collage of favorite pictures of cars, trucks, etc.

Color silhouettes of various modes of transportation.

Collect magazine pictures of space flights.

PRIMARY: Identify silhouettes of various modes of transportation. Match to names.

Work inlay puzzles on transportation.

Let each child make his own travel poster using pictures of ways he has traveled.

Have pupils name places they have lived. The teacher locates each place on a simple map and connects it with colored string or yarn to a tag with the child's name.

Talk about and make a bulletin board of different kinds of homes (mobile homes, one-family homes, multi-family homes, etc.).

Make a mural. Let each child draw or paint his own home.

Help a child who is moving to a very different locale by making a scrapbook of things he might see in his new home.

Discuss riding a bus. Point out that it takes money to ride and that appropriate behavior is necessary. Role play: take turns being the driver and a bus passenger.

ACTIVITIES (continued)

INTERMEDIATE: List ways of traveling in the community.

Plan a trip to another city near Tulsa and give preparations for packing food, the amount of time needed for the trip, etc.

Role play: moving to another house; entering another school; family on a trip.

Locate school with colored dot on large city map. Have children locate and give directions for going to well-known city landmarks (airport, civic center, Mohawk Park).

Help younger children make vehicles from large cardboard boxes. Cut out both the bottom and the top and paint sides to resemble the vehicle desired.

Make a space-travel scrapbook from pictures teacher has collected.

Have students give names of Tulsa schools attended. List these on the board and have pupils copy the list. Locate as many schools as possible on city map.

Divide the bulletin board into four sections and use each section for a different mode of travel (car, boat, train and plane). Allow children to label and decorate using their own ideas for each mode.

Culminating activity (all groups): Take a field trip on a school bus to the airport.

UNIT You and Mobility "Teacher, we're gonna move next week!"

TEACHER AND PUPIL EVALUATION:

What did we see on the trip? What did we learn? Did we know how to act on the bus? Were we courteous to the driver and other passengers? Did we use our good manners at all times?

TEACHER EVALUATION:

Have we conditioned the child to be more accepting of a family move?

REFERENCES

Books and Periodicals

Haywood, C. Here Comes the Bus. Morrow

Justus, M. A New Home for Billy. Hastings

Lewis, C. When I Go to the Moon. Macmillan

Marino, C. Moving Day. Dial

Schlein, M. How Do You Travel? Abingdon

Viklund, A. Moving Away. McGraw

Films (Instructional Media, E.S.C.)

An Airplane Trip by Jet

Bus Driver

Films (Instructional Media, E.S.C.)

The Airport

Mainline, U.S.A.

A Space Flight Around the Earth

Filmstrips (Instructional Media, E.S.C.)

Travel is Fun, Part I, Ferryboat and Bus

Travel is Fun, Part II, Airplane and Train

REFERENCES (continued)

Filmstrips (Instructional Media, E.S.C.)

How Man Travels Series:

Airplanes at Work

Buses at Work

Passenger Trains at Work

Let's Visit an Ocean Liner

Living Together in the U.S.:

Transportation

Materials

silhouettes and flashcards with names and pictures of different vehicles

toy vehicles

puzzles with transportation themes

city map

pictures of different kinds of homes

construction paper

scissors

cardboard boxes

tempera paint and brushes

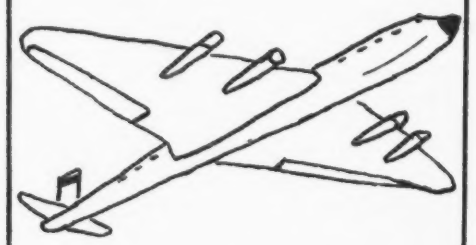
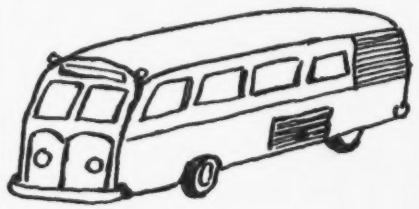
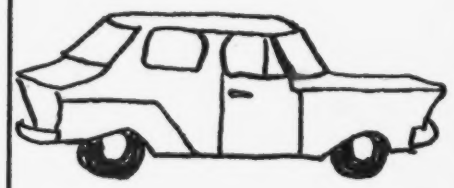
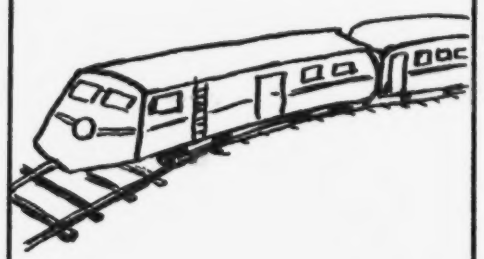
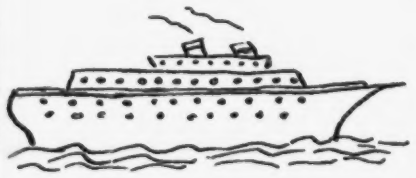
crayons

butcher paper

colored string or yarn

paste

"I went on a trip. I went in a _____."

Poster Project by Class (Each child does his own thing!)

UNIT Your Heroes and You "Who is a hero?"

GOALS: Readiness: To develop concept that heroes are real people who are strong because they help others
Primary: To learn about current and past heroes
Intermediate: To encourage children to identify with "desirable" heroes as opposed to undesirable people they may think are heroes

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PLANS: Guided Conversation and Discussion:

"What makes a person a hero?"
"Do you have a hero?" Why do you think he or she is a hero?"
"Name some people who have done things that have made them talked and written about."
Ask group if these people are necessarily heroes.
Discuss with group what qualities, characteristics, or actions make people heroes.
Let them name some people they think are heroes and tell class why.

ACTIVITIES

READINESS: Let child cut out patterns of Lincoln, (silhouette or full face), log cabin, reading by light from fireplace, etc. Mount on contrasting colored construction paper.

Make a milk carton log cabin for each child. (See Arts and Crafts).

Color picture of George Washington (blue eyes, florid face, blue coat).

UNIT Your Heroes and You "Who is a hero?"

ACTIVITIES

PRIMARY: Discuss with students the reasons for number of stripes on flag, the number of states and the number of stars on flag.

Play patriotic record with children standing at attention facing the flag. Have the more capable ones repeat "the Pledge of Allegiance."

Make a bulletin board of past, present and future heroes. (use pictures of class members for future heroes). Mount pictures on red, white and blue construction paper.

Learn the song "Yankee Doodle." Have a Yankee Doodle parade. Make and wear three-cornered hats. Choose a drummer and flag carrier as leaders.

Use stories from readiness activities to discuss what we know about heroes. Try to bring out the reasons why we call these men heroes. Stress character traits such as honesty and hepfulness.

INTERMEDIATE: Check Weekly Readers for articles about heroes.

On chalkboard place character traits that apply to all heroes. e.g. "honest", "brave," "patriotic," "loyal," Have class add others.

Read to class the story of Betsy Ross and the first flag.

Consult reference books to show how American flag has changed through the years. Have each child choose a different flag to draw. Use as a bulletin board display.

UNIT Your Heroes and You "Who is a hero?

Suggested Activities about Our Space Heroes

READINESS: Cut out pictures of astronauts and spacecraft. Paste on oaktag to make poster of "We Travel in Space." (Activity may be group or individual)

PRIMARY: *Help the children find out how old the Oklahoma astronauts are.

*Help the children find out how long ago they made their flights in space.

*Help the children find out how many astronauts were on each flight: Mercury? Gemini? Apollo?

INTERMEDIATE: Outline state of Oklahoma on road map (or cut out) and mount on bulletin board. Mount pictures of Astronauts Cooper and Stafford on bulletin board. Use colored yarn to draw line from each astronaut to his home city in Oklahoma.

---

*Gordon Cooper, Jr.
Born in Shawnee, March 6, 1927
22 earth-orbit flight in Faith 7, May, 1963
Gemini 5 in August, 1965

*Thomas Stafford
Born in Weatherford, September 17, 1930
Gemini 6, December, 1965
Gemini 9, June, 1966
Apollo 8, December, 1968

*Mercury--one man
Gemini--two men
Apollo--three men

Suggested Discussion and Activities about Apollo Flight to the Moon

READINESS:

Discussion:

How many astronauts were on the space flight in July?
How many astronauts landed on the moon?
What did the other astronaut do?

Activity:

Jump like an astronaut on the moon.

PRIMARY:

Discussion:

What was the name of the space flight in July?
What did the astronauts place on the moon?
What did one astronaut say he walked like on the moon?
(a football player)

Activity:

Walk like the astronauts walked on the moon.

INTERMEDIATE:

What supplies do you think the astronauts took in the lunar module?
What did our astronauts find on the moon?
How did the astronauts talk to each other on the moon?
How did they protect themselves from the heat?
What did their space suits provide?

ACTIVITIES (continued)

INTERMEDIATE:

Discussion

How were they able to walk on the moon?
Could they build a fire on the moon? Why not?
What part of the lunar module was left on the moon?
What was the space capsule called on the Apollo 11 flight?
What was the lunar module called on the Apollo 11 flight?
What happened to the lunar module after the astronauts re-entered the space capsule?

Activities: Get weighed and determine how much each child would weigh on the moon. (Divide by 6)

Make salt map of earth side of the moon showing "Oklahoma Hills" and "Weatherford Crater."

General Activities:

Have instant foods (powdered orange juice, cocoa, cereal, pudding) in plastic bags--one for each child. Teacher adds proper amount of water with water pistol. Each child can eat or drink "space foods" from plastic bags. Add solid space-type food to "space meal." This activity could be carried out on an isolated spot on the playground at a time when playground is empty.

EVLUATION:

How can I develop traits within myself that I admire in my heroes? After studying about heroes can I think of ways I can help my country? What have I learned about heroes of different races?

REFERENCES

Books and Periodicals

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Educational Frontiers, Inc. Moon Globe Manual. Educational Frontiers, Inc.

Epstein, S. George Washington Carver. Garrard

Georgiady, N. Our Country's Flag. Follett

Georgiady, N. Our National Anthem. Follett

Graff, S. & P. Helen Keller Toward the Light. Garrard

Patterson, L. Booker T. Washington, Leader of People. Garrard

Shapp, C. Let's Find Out About Abraham Lincoln. Watts

Shapp, C. Let's Find Out About Washington's Birthday. Watts

Snow, D. J. Sequoyah, Young Cherokee Guide. Bobbs Merrill

Vanriper, G. Will Rogers, Young Cowboy. Bobbs-Merrill

Weil, A. Betsy Ross, Girl of Old Philadelphia. Bobbs-Merrill

White, N. B. Meet John F. Kennedy. Random

REFERENCES (continued)

Books and Periodicals

Whitney, D. C. Lyndon Baines Johnson. Watts

Young, M. Martin Luther King, Jr. Watts

Films (Instructional Media, E.S.C.)

The Land We Love

Our Country's Song

Filmstrips (Instructional Media, E.S.C.)

Abraham Lincoln

Lincoln's Birthday

Story of Abraham Lincoln

Washington's Birthday

Story of George Washington

Records

A Pledge. Headstart in Music

Materials

ditto pictures of Lincoln and Washington

pictures of class members

construction paper--red, white, blue

reference books

magazines that have pictures about space

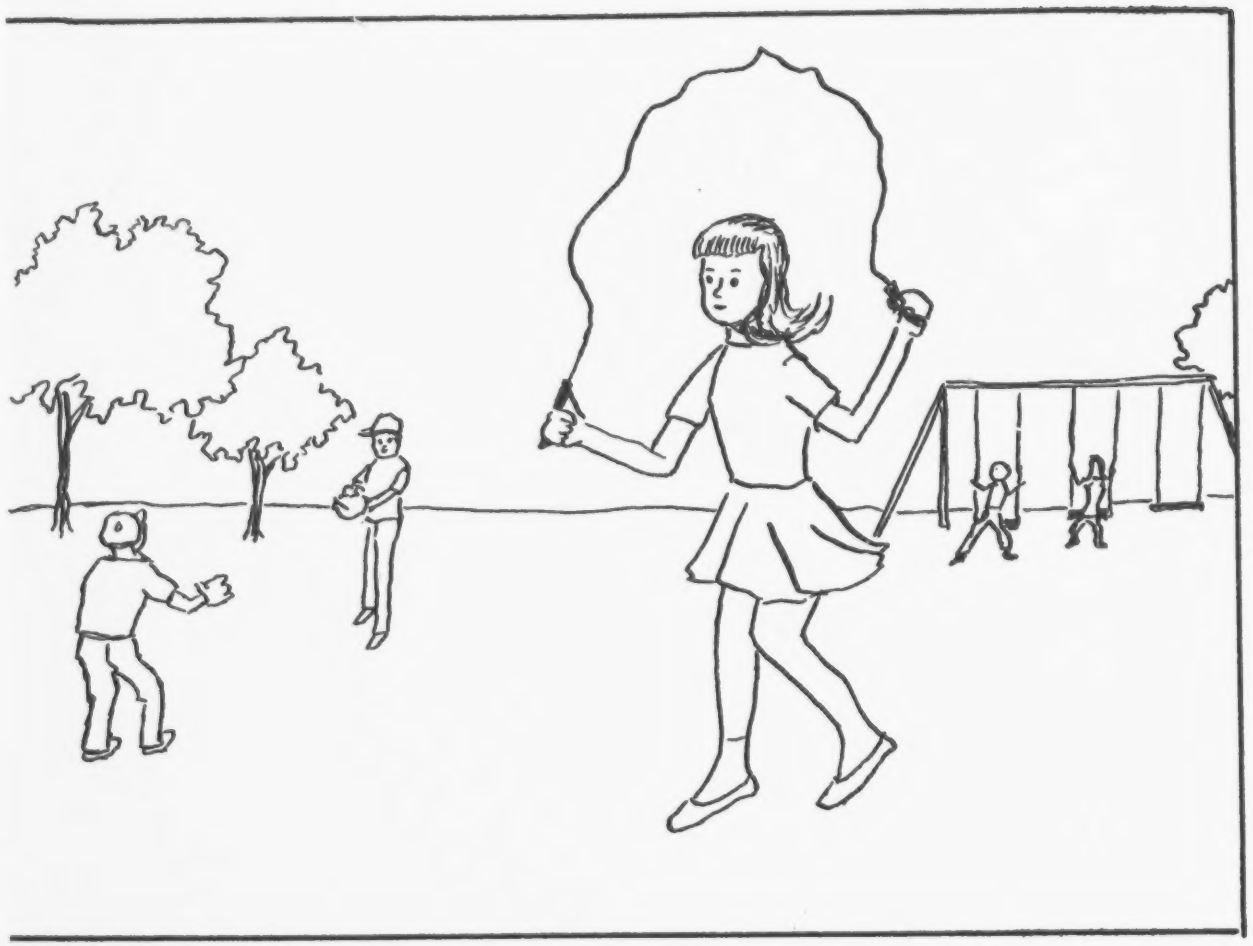
road map of Oklahoma

pictures of Cooper and Stafford

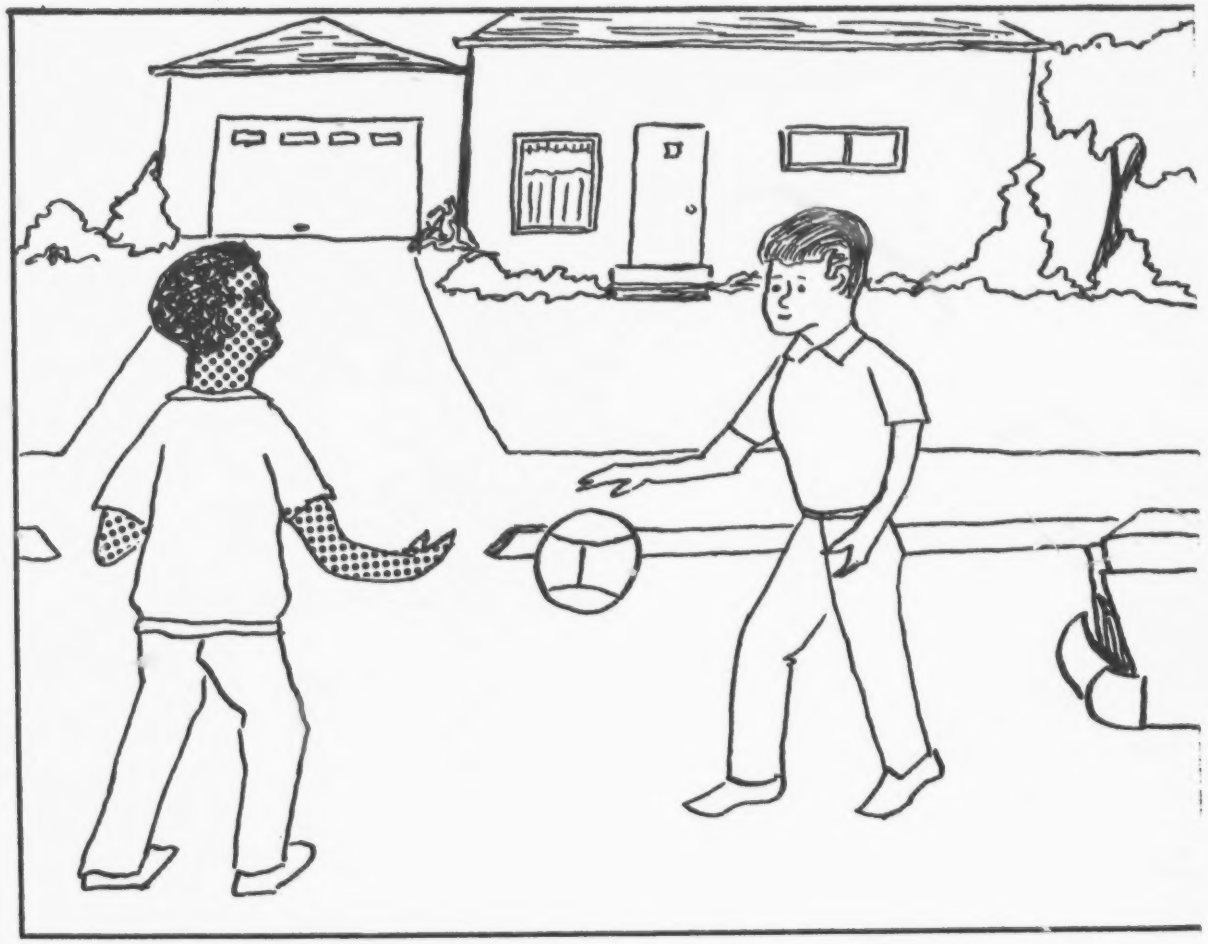
colored yarn

materials for making salt map

materials for "space meal"



Play on the Playground.



Do Not Play in the Street.

UNIT <u>You and Leisure Time</u> "I like to have fun with my friends."

GOALS: Readiness: To teach children how to play.
Primary: To teach children to follow the rules in simple games.
Intermediate: To help children develop recreational interests which will carry through the years.

PLANS: Guided Conversation and Discussion:

Teacher observes children in free play. How do they use toys and materials? How many of them engage in parallel play? How many share space, toys and materials? She asks children, "What do you do after school?" "What games do you play?" "Where do you play?" She suggests children take advantage of free activities sponsored by the park and recreation departments. Discusses with them why rules are needed and how made.

ACTIVITIES

READINESS: Walk around school yard to see and pick up pretty leaves, rocks, wild flowers, etc.

Play train in order to practice staying in line.

Run races either in group or alone.

Paint fence or walls with water -- (pretend to be "real" painters).

Play simple circle games where all can participate.

Inside activities such as finger painting, playing house, sewing cards and different kinds of coloring. Use big card board boxes for "playing house." Refrigerator or piano box makes good play-house and can be decorated by little children.

ACTIVITIES (continued)

READINESS: Water play if room has sink. One or two (no more) can sail plastic boats or practice filling and emptying containers. Use plastic sheet for area around sink (child has lots of fun if teacher can keep her "cool")

Blow soap bubbles.

PRIMARY: Play cooperative group games which have simple rules and which require a limited amount of taking turns. (see P.E. section)

Teach children the rules for simple indoor games, stress cooperation and improving your own skills.

Cut out, sew and stuff simple shapes to make throw pillows.

Encourage children to use at home simple recipes such as cold water gelatin, instant pudding or uncooked cookies.

Woodwork or **decoupage**; Cut out simple shapes from wood, sand wood if needed. Select a magazine picture which fits and tear around the edges. Glue the picture to plaque. Let dry then shellac or varnish.

INTERMEDIATE: Look through magazines or on cereal boxes for coupons, Clip coupons and mail for free merchandise.

Write for free booklets entitled, The ABC of Crochet, and ABC of Embroidery. Available to teachers in classroom quantities. Coats and Clark, Inc., Dept. ETG, 1701 Pellitt Drive, Fair Lawn, New Jersey 07410.

ACTIVITIES (continued)

INTERMEDIATE: Write for free cookie recipe booklet, Favorite Cookies From Other Lands, for students to use and enjoy in their homes. Thirty copies available. Nestle Company, Inc., The Consumer Service Dept., 100 Bloomingdale Road, White Plains, New York 10605.

Outside activities for cooperative play: soccer, jump rope, jacks and hula hoops and dodge ball. Soft-ball team can be organized and play other teams in school.

Discuss hobbies children can become interested in such as collecting coins, shells, rocks, or stamps. Girls: keep a scrap book, a diary or start a flower garden.

Encourage children to take complete care of a pet.

TEACHER AND PUPIL EVALUATION:

Readiness: Is he progressing from solitary to parallel play? If not, continue to work with him.
Primary: Does he know and follow the rules of the games we play?
Intermediate: Is he learning to be a good sport? Does he have a hobby?

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Books and Periodicals

Berenstain, S. The Bike Lesson. Random

Brock, E. Mary on Roller Skates. Knopf

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Daugherty, J. The Picnic. Viking

Dolch, E. Tommy's Pets. Garrard

Haywood, C. Penny Goes to Camp. Morrow

Holland, M. Teddy's Camp Out. Randon

Hurd, E. Come and Have Fun. Harper

Lubell. Tall Grass Zoo. Rand

Lubell. Up a Tree. Hale

Meeks, E. K. In John's Back Yard. Follett

Meeks, E. K. Something New at the Zoo. Follett

Puccinelli, M. Catch a Fish. Bobbs-Merril

Renick, M. Boy at Bat. Scribner

Rey, M. Curious George Flies a Kite. Houghton-Mifflin

Shortall, L. Steve's First Pony Ride. Morrow

Smaridge, N. Peter's Tent. Viking

Films (Instructional Media, E.S.C.)

Care of Pets

City Pets

The Zoo

Filmstrips (Instructional Media, E.S.C.)

Living in the Home Series
After School Hours

Living Together in the U. S. Series
Play and Recreation

Primary Health Series
Games Around the World

Materials	
finger paints	wood for decoupage; glue
sewing cards	magazine pictures
coloring materials	shellac or varnish
cleaning materials	plastic boats
	materials for pillows; needles, thread or yarn

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[1]Additional Games for the Readiness Group.
(Can be used indoors or outdoors, but teacher will need an aide or helper).

Corn Meal Play
Large colored, plastic dishpans filled with corn meal are put on tables set around the room. Placed in the dishpans with the corn meal are measuring cups and spoons, flour sifters, muffin tins, serving spoons and soup ladles. Set nearby are pots, cake pans, and bowls of water. The corn meal is used primarily as a dry ingredient in sifting, measuring, placing from one utensil to another, and filling the muffin tins--or mixed with water, the consistency and use being determined by the child. The texture of corn meal, its possibilities for play, and its edibility make this a very popular activity.

Food Coloring Play
A drop of red color is placed in a bowl of clear water. When a drop of blue coloring is added to the red water and it turns purple, the leader then uses this opportunity to teach other properties of color to the child. Food coloring may be transported in small quantities by an eye dropper or in large quantities by a kitchen baster.

Ice Cube Play
We float ice cubes small and large, heart-shaped and diamond-shaped in large tubs of water or in small plastic bowls. Play consists of simple handling, tasting, splashing, scooping from one bowl of water to another, mixing with other materials, and sliding back and forth in a pan. Food coloring is added to the water to heighten the aesthetic pleasure. Outdoors, the cubes are set on pie plates, put in the sun to melt, and used for mud pie recipes. The combination of smooth touch, cold temperature, melting properties, and variety of shapes used in combination with water and color makes this a unique experience.

Sudsy Play
Several large or small pots or bowls of water are set in front of the child or group of children. In one bowl, liquid or powdered detergent is sprinkled on top of the water. In another, using a regular vegetable grater, a cake of hard soap is grated into fine pieces and left to float on the water. The child may use a rotary egg beater or a whipper to make the suds appear.

[1]Rochelle Myers, Recreation Supervisor, Children's Programs Recreation Center for the Handicapped, San Francisco, California

[1]Additional Games for the Readiness Group.
(Can be used indoors or outdoors, but teacher will need an aide or helper). (continued)

Materials: See Kitchen Utensils

Materials used with utensils:
Kitchen Utensils--rotary egg beaters and whippers, cookie cutters, plastic ice cube trays that make ice cubes of various sizes and shapes, rolling pins, angel food cake pans, ice cream scooper, pots, graters, soup ladles, basters, large serving spoons (wooden and metal), plastic dishpans, muffin tins, flour sifters, measuring spoons, measuring cups, plastic bowls of various sizes, tin foil pie plates, spatulas.

[1]Rochelle Myers, Recreation Supervisor, Children's Programs Recreation Center for the Handicapped, San Francisco, California

HOLIDAYS

RESOURCE MATERIALS

Columbus Day

Filmstrips (Available from Instructional Media, E.S.C.)

Columbus Day

Books (Available from school libraries or public library)

Judson, C. I. Christopher Columbus. Follett

McGovern, A. Story of Christopher Columbus. Random House

Norman, G. Man Named Columbus. Putnam

Olds, H. D. Christopher Columbus. Putnam

Showers, P. Columbus Day. Crowell

Halloween

Filmstrips

Winnie, the Witch

Books

Bright, R. Georgie's Halloween. Doubleday

Calhoun, M. Wobble, the Witch Cat. Morrow

Delage, I. The Farmer and the Witch. Garrard

Lexau, J. Millicent's Ghost. Dial

Thayer, J. Gus Was a Friendly Ghost. Morrow

Yolen, Jane. The Witch Who Wasn't. MacMillan

Record and Filmstrips

Danse Macabre--Educational Record Sales

Christmas

Filmstrips

Celebrating Christmas

Films (Available from Instructional Media, E.S.C.)

A Tree Grows for Christmas

Littlest Angel

Christmas Dream

Night Before Christmas

A Christmas Carol

How the Angels Discovered Christmas

Silent Night

Books

Blough, G. O. Christmas Trees and How They Grew. McGraw

Branly, T. M. The Christmas Sky. Crowell

Brown, N. W. Christmas in the Barn. Crowell

Ets, M. H. Nine Days to Christmas. Viking

Mariana. Miss Flora McFlimsey's Christmas Eve. Lothrop

Nusbaumer, M. Away in a Manger. Harcourt

Records

Christmas Carols. Educational Record Sales

Little Drummer Boy. Educational Record Sales

New Year's Day

Books

Shapp, I. M. New Year's Day. Watts

Valentine's Day

Filmstrips

St. Valentine's Day

Books

Bulla, C. St. Valentine's Day. Crowell

Bulla, C. Valentine Cat. Crowell

Mariana. Miss Flora McFlimsey's Valentine. Lothrop

Millhouse, K. Appalonia's Valentine. Scribner

Schultz. The Blue Valentines. Morrow

Easter

Filmstrips

Easter

Books

Fisher, A. L. My Mother and I. Crowell

Mizumyra, K. If I Were a Mother. Crowell

General Holidays

Books

Knight, I. The First Book of Holidays. Watts

Larrick, N. Poetry for Holidays. Garrard

McCall, Edith. How We Celebrate Our Holidays. Benefic

Moore, L. Once Upon a Holiday. Abingdon

Reck, A. K. About Some Holidays and Special Days. Children's Press

Records

Bowman Holiday Rhythms. Saied Music Company Tulsa

Holiday Action Songs. Educational Record Sales

Holiday Songs. Educational Record Sales

5-

MUSIC

Basic Graded Music Series

Making Music Your Own. Silver Burdett

Kindergarten--Book and Album

Grade 1--Book and Album

Grade 2--Book and Album

Grade 3--Book and Album

Singing Fun. Educational Record Sales

Book and Album

More Singing Fun. Vol. 1. Educational Record Sales

Book and Album

More Singing Fun. Vol. 2. Educational Record Sales

Book and Album

Rhythms

Action and Imitative Rhythms. Rhythm Record Company

Sing 'N Do Series. Children's Music Center, Inc.

Albums 1, 2, 4, 5, 6

Rhythms and Songs for Exceptional Children. Educational Record Sales.

Honor Your Partner Albums. Educational Activities, Inc.

Album #1--Square Dances

Album #7--Basic Rhythms

Album #10--Play Party Games, Singing, Folk Dances

Album #11--Marches

Records

Fun While Learning to Sing (Album). Rhythm Record Company

My Playful Scarf. Educational Record Sales

Songs for Children with Special Needs. Educational Record Sales

Vols. 1, 2, 3

Little Grey Ponies. Educational Record Sales

Train to the Farm. Educational Record Sales

Rusty in Orchestraville. Educational Record Sales

Records and Filmstrips

Peter and the Wolf. Educational Record Sales

Carnival of the Animals. Educational Record Sales

Sorcerer's Apprentice. Educational Record Sales

ARTS AND CRAFTS

Arts and Crafts for the EMH child serves several purposes:

The child can start a project and work on it in his leisure time.

He can learn to appreciate and use the ordinary things around him.

He is helped to develop eye-hand coordination in an enjoyable way.

His work with manipulative projects helps strengthen new concepts.

The materials in the projects listed on the following pages should be easily available to the teacher and pupil around home and school.

Illustrations for this section were done by Sarah Louise Greeson.

Color Absorbent Cotton

Tear cotton into preferred sizes and shapes. Put desired color of dry tempera into an empty paper bag. Put in cotton and shake.

Make Fluffy Soap Snow

Put a cup or so of dry soap flakes or powder into bowl. Water as needed is added, slowly. Beat until stiff. For color, add dry Tempera to soap or food coloring to water. Use for finger paint, snow, and three dimensional forms.

Paint over a Slick, Waxy, or Plastic-coated Surface

Mix equal parts of liquid soap and water adding tempera of choice.

Remove Enamel or Spray Paint

Nail polish remover will remove paint from hands and brushes. Contact local wholesale supply houses.

"Fix" Collages and Chalk Drawings

Hair spray (which is cheaper than fixative) on collages and chalk drawings will help to preserve them. Contact local wholesale supply houses.

Make Salt Map

½ c. salt
½ c. flour
1 c. water

Cook over low flame until it forms a thick paste. Paint with tempera after map is made or add food coloring before map is made.

ARTS AND CRAFTS

Save all scraps of construction paper. They can be used as applied decorations and to make mosaics. The scraps can be kept in a box or in an envelope. To make an envelope, use one large sheet of construction paper, 12" x 18". Fold in middle and staple or glue sides. Let most reliable child make envelope.

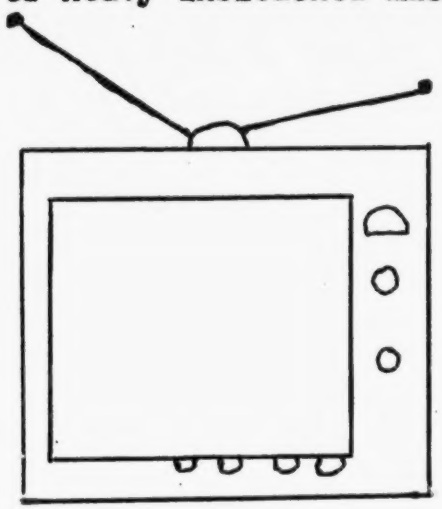
Number supply can be increased by using numbers cut from old calendars. Back them with cardboard.

Contact local packing companies about scraps of corrugated paper. With tempera, spray paint, scissors, and paste, a young artist can create to his heart's content. For example, he can make his own Christmas tree and decorate it as he pleases.

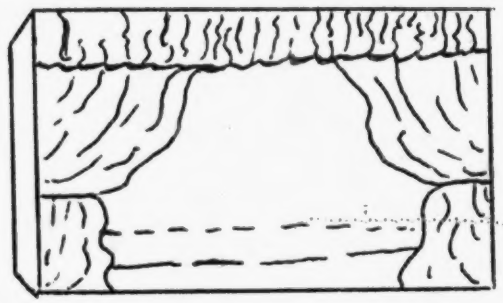
Colored, textured paper may be bought for very little at the various paper companies. Use as picture frames, background for charts, etc. You can get colored, textured paper at some of the paper companies.

Cardboard boxes, many sizes, serve many purposes. Decorate them appropriately. Let children wear them in animal parades. Teacher helps as needed in making the "animals." Paint them or cover them with gay paper. They make good filing cases for children to use for their work, magazines, play ground equipment, etc.

Use cardboard boxes for making TV, puppet stage, etc. Let children plan decorations for these items. This gives them the feeling this environment (classroom) is completely theirs. Older girls can make curtains for stage out of heavy unbleached muslin decorated with ironed-on crayon design.



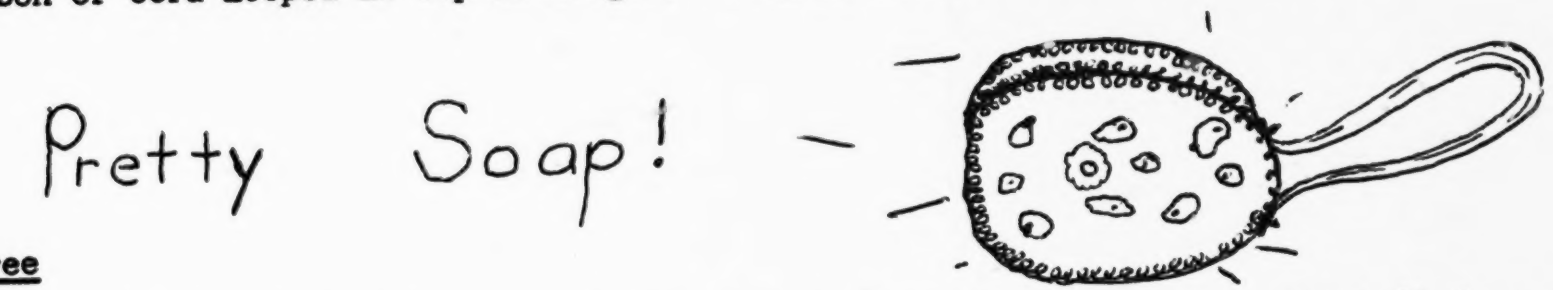
T. V.



Puppet Stage

Gift Soap

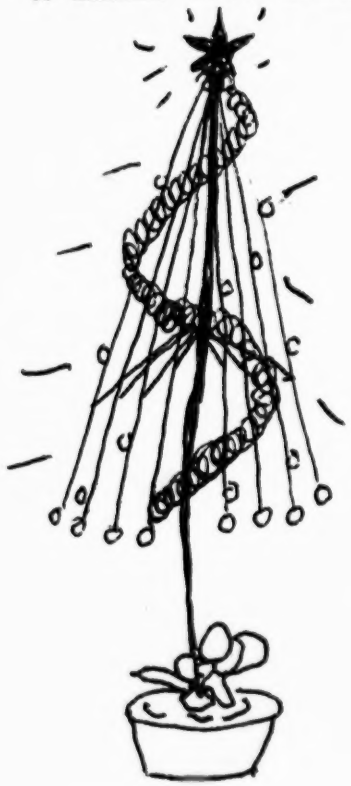
Decorate a sweet-smelling bar of soap with sequins applied with dress-maker pins. Secure a small piece of velvet ribbon or cord looped at top as hanger. Hang in closet or dresser drawer.



Artificial Tree

An umbrella which has lost its cover makes an interesting Christmas tree. Plant it in a can of sand or rock or form made of plaster of Paris. Paint it green; add glitter, sequins, stars, angels, and balls with glue or clear nail polish. Fluffy soap snow may be added. The umbrella frame can be used for a cherry tree (Washington's birthday), Easter egg tree, money tree, etc.

A small tree branch or an interesting piece of drift wood will serve the same purposes.



A Tree is For Christmas.

Jewel Box

A pretty jewel box can be made from a one-pound coffee can and dried beans or even chat. Glue, paint, and line with cloth. Be very sure no glue is on parts of can where it closes. Cover can and top of lid with dried beans. Heap beans to a peak in middle of top. When dry, spray paint with color of choice. When paint dries, spray with liquid plastic or coat with clear nail polish. Cut thick cloth and glue to sides and bottom of interior and the underside of the lid.

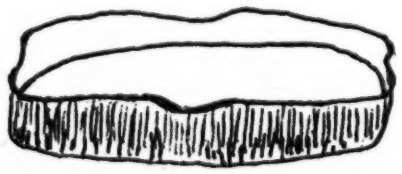
This same technique can be used on cigar boxes, heavy cardboard boxes, and plastic boxes.

Coasters

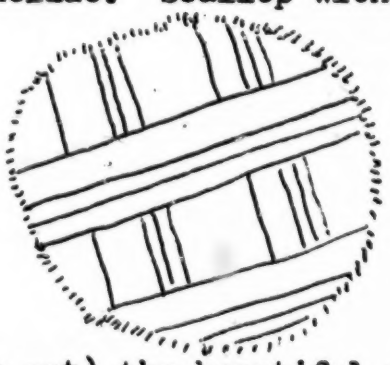
Make coasters for drinking glasses out of scraps of car seat-cover materials. Contact stores that sell seat-covers and ask for scraps.

Coasters can be made from jar tops. These must be large enough to hold glass. Paint jar tops as desired--spray paint or enamel. If desired, felt or heavy material may be glued to bottom of coaster.

Cut out cork circles from a sheet of cork and glue on a decal and shellac. Scallop with pinking shears.



Coasters



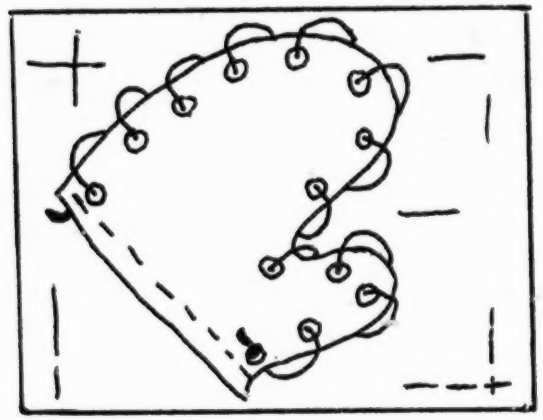
Decoupage

Old Christmas cards make "new" Christmas presents. Cut out (or tear out) the beautiful pictures. Mount carefully on well sanded pieces of wood. Let dry; then either cover with shellac or clear nail polish.

The wood may be obtained by visiting nearest lumber yard and asking for scraps of wood. Some may be sanded and used as is; others may need a little shaping with coping saws.

Dust Cloth

Sew real mitten or glove (or one made from a contrasting material) on scrap material for dust cloth for use in classroom or as a gift. Mitten may first be glued to material lightly. Punch holes and then sew with an overcast seam or a running stitch as on sewing cards. Yarn should be used for the sewing.

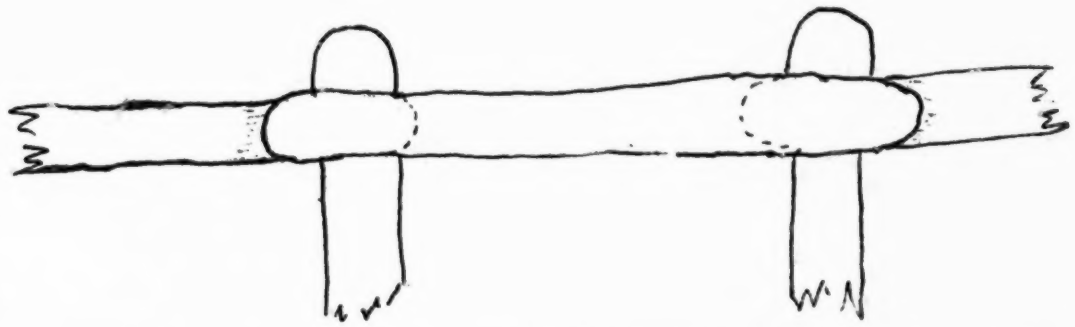


Dust Cloth

Split-rail Fence

Fence posts can be made by gluing popsicle sticks together. Put on wax paper until dry.

Fence Posts



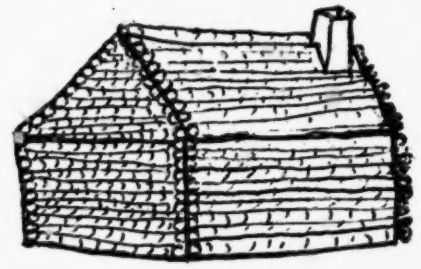
Letter Holders, Pencil Boxes, Knitting Bags

Letter holders for desks, pencil boxes, or knitting bags can be made from oatmeal boxes and other cereal boxes. Cover carefully with colored paper, wallpaper sample, or contact paper. Be careful to teach children to make covering paper longer and wider than area to be covered. Fringe the top and bottom edges of the paper; they fold back more smoothly. If desired, the child can decorate with small pieces of colored paper. Coat the whole project with shellac, colorless nail polish, or clear liquid plastic.

Individual pencil holders can be made from 12 oz. orange juice cans covered with bright contact paper. You may also use 6 oz. juice cans. If you prefer, the cans may be painted with enamel and sprinkled with glitter while the paint is still wet. After paint is dry, you may cover with shellac or cheap hair spray.

Log Cabins

To make log cabins, use milk cartons from the cafeteria and straws. Glue straws to the cleaned cartons. Paint with spray paint or enamel. When dry show markings of logs with contrasting color. Use in study of Lincoln or Pilgrims.



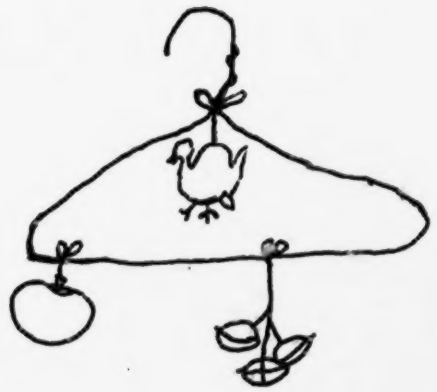
Log Cabin

Mobiles

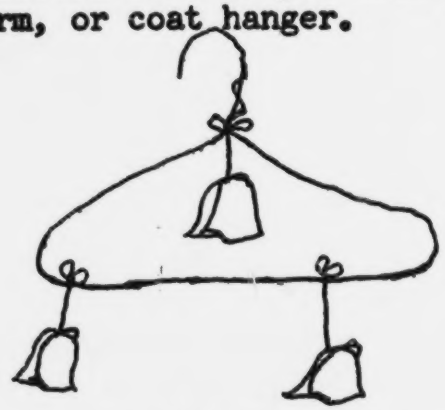
Mobiles are fun and can be made for any season or reason.

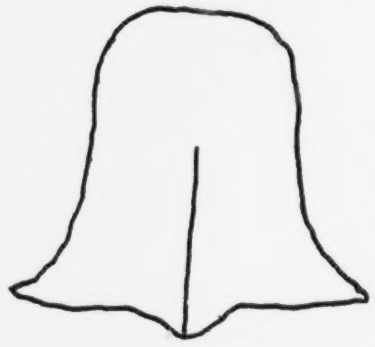
Halloween: Cut out witch silhouettes, jack-o-lanterns, or goblins of various colors, shapes, and sizes. Attach to coat hanger.

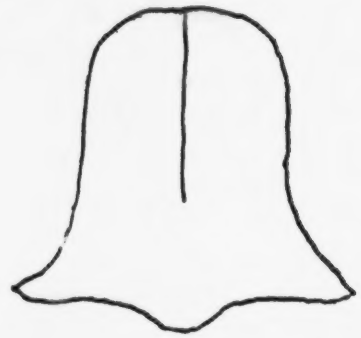
Thanksgiving: Attach to coat hanger (either as is, covered, or painted) cotton fruits or fruits and vegetables made of cardboard and painted. (See How To section for coloring cotton).



Christmas: Make bell mobiles. Use metallic Christmas paper for bells. Slit two bells halfway oppositely from top and bottom so that you will have a three dimensional bell. Hang from embroidery hoop, any other round form, or coat hanger.

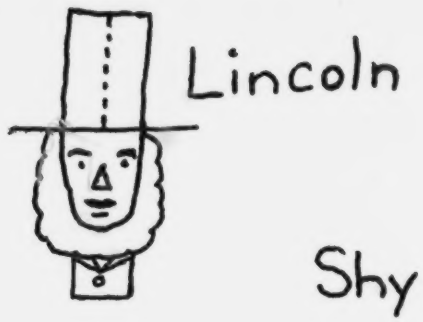






Figures of People

Figures of people for any holiday or unit can be made out of cardboard rolls which have formed the core for rolls of paper. Either paint or cover with construction paper. Use cork and paper for hats, construction paper or scraps of cloth to make clothing. Paint on the faces. Paste on cardboard arms and feet unless child draws them on roll.



Shy Pilgrim

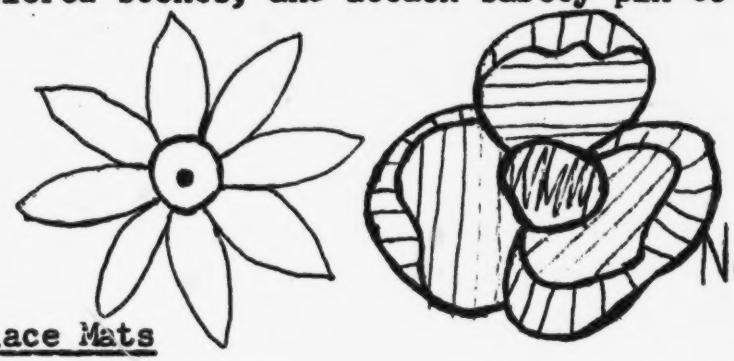
Macaroni Decorations

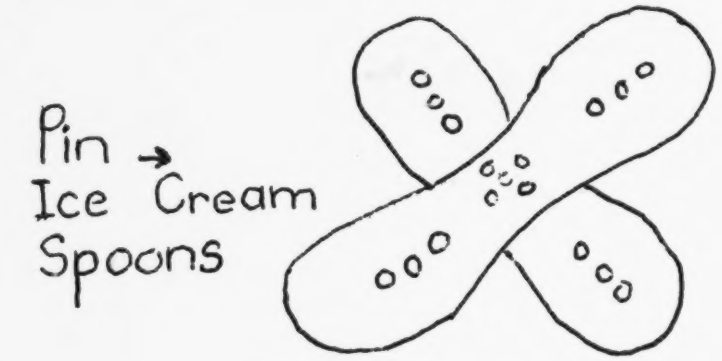
Macaroni, soaked in water for 30 minutes, can be manipulated into various shapes, letters, etc. Lay it on crinoline or rather fine nylon net. When dry, make sure shape and net stick to each other. If they do not, clear nail polish should get them together. Cut material as close to macaroni as practical. Paint as desired. Use as ornament on Christmas tree, or glue a safety pin on its back and wear proudly.

Costume Pins

To make costume pins or "way out" shapes, glue together with wheat paste solution five or six layers of newspaper. While still wet, the paper is cut into desired shape. It may be painted when dry. For pin, attach safety pin with strong glue. Larger shapes can be used for strange animals, mobiles, etc.

Wooden ice cream spoons obtained from the cafeteria make interesting pins. Paint, add glitter or colored stones, and attach safety pin to back.



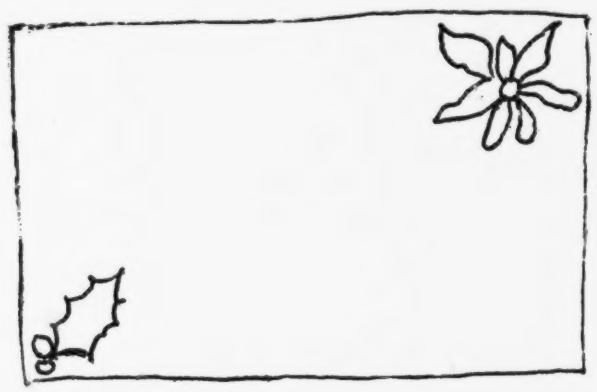


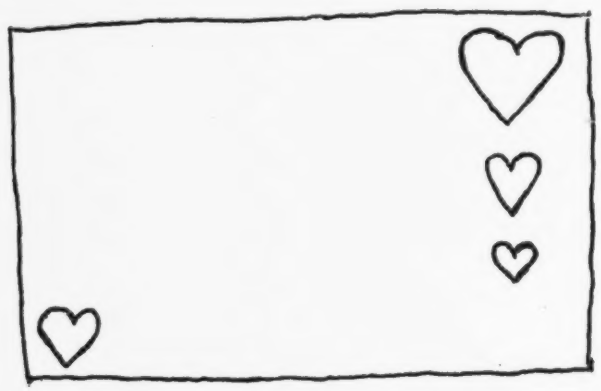
Place Mats

Place mats are easy. Glue together two large sheets of construction paper. Give children paste, scraps of colored paper, and scissors to decorate as they please.

Pieces of colored oil-cloth cut with pinking shears make practical place mats.

Make desk place-mats for special occasions at school--Valentine's Day for example. Cut out rectangular place mat of white construction paper and decorate with hearts. Take wax paper a little larger than mat and fold over and paste in back as protection. Put refreshments on mat and have a party.





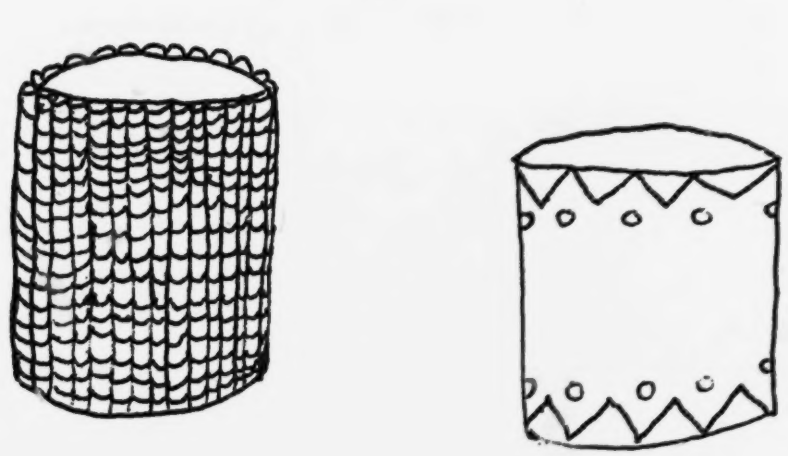
Wall Hanging

An old sheet will make several wall hangings. Thumb tack piece of sheet to a cardboard. Let child use his imagination in design and color with crayons only. Then teacher will cover with plain paper and press with a warm iron. A hem is basted on one end, and a dowel rod is inserted. The "picture" is ready for hanging.

Waste Baskets

Waste baskets can be made from five gallon or ten gallon ice cream containers. Contact local dairies about containers. These can be painted or covered with post cards, Christmas cards, or heavy paper with applique designs of other colors or paper or cloth.

Pages with colored ads from magazines can be rolled up tightly, fastened with Scotch tape, and then glued upright around the container. Rolled pages are trimmed—top and bottom. Then waste basket is sprayed with liquid plastic or desired color of paint.



Waste Baskets

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